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ABSTRACT

This curriculum guide for Levels I and II home economics teachers in New York State provides guidelines for developing instructional program content for grades 5-8. An introductory section describes the design of the homemaking-family living curriculum; presents procedures for utilizing modules in planning instruction with an example of plans for implementing one specific module; and includes suggestions for the development of courses. The remaining two sections of the document present the scope of learnings, the curriculum framework, and sample modules for each of the two instructional levels. The curriculum covers four basic subject areas (human development; housing/furnishings/equipment; food/nutrition; and clothing/textiles) and six content emphases (management, buymanship, leisure, careers, health/safety, and relationships). The following information is appended: an analysis of student needs and a needs analysis chart; a glossary of terms; a mini-guide for writing measurable behavioral objectives; and related forms. (Sample modules for instructional levels III, IV, and V, which cover grades 9-12, are available in a companion document, CE 014 566.) (BM)

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HOME ECONOMICS EDUCATION

HOMEMAKING — FAMILY LIVING

CURRICULUM PLANNING GUIDELINES

LEVEL I - II

MIDDLE SCHOOL - GRADES 5-8

REPRINT 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Curriculum Development
Albany, New York 12234, 1974

CE 017 853

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FOREWORD

Home economics education as an integral element of the secondary school program is being expanded in this publication to include the upper elementary grades. Middle schools, encompassing grades 5 and 6, are increasing in number to serve sound educational and community needs. One of the purposes of this publication is to assist local teachers and administrators in developing programs which provide opportunities for all boys and girls to benefit from home economics offerings.

This project was initiated by Miss Laura M. Ehman, deceased, who was Chief, Bureau of Home Economics Education, when the first advisory committee was convened in the fall of 1970. The committee, composed of parents, teachers, administrators, teacher educators, and staff, focused particularly on the concerns of the upper elementary grades. A second advisory committee, including students, considered the changing needs of students at the middle school levels. The framework of subject matter areas and content emphases evolved from these discussions.

Materials were developed as modules to provide inherent flexibility in making instructional decisions. The scopes of learnings indicate the breadth needed for adequate program coverage.

In the spring and summer of 1973 the Bureau of Home Economics Education conducted numerous institutes and sponsored workshops in conjunction with colleges in New York State which offer home economics education. A field test to measure the effectiveness of sample modules in Levels I and II ensued. Future revisions will reflect results of the field testing.

Many people have contributed to the designing, planning, and developing of this improved approach to making available the contributions of home economics education toward day-to-day competencies of each student, regardless of grade level. Names of those who made a specific, identifiable contribution are listed on the following page. Each person involved in any way should feel a sense of ownership in the resulting programs. To all who contributed, who are contributing, and who will contribute, the State Education Department is indebted.

G. Earl Hay, *Chief*
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The following were employed to develop draft curriculum materials because of their knowledge of home economics content and the interests of the target student population:

Mrs. Sue Ann Ritchko, Delmar
Mrs. Rita Sweeney, East Syracuse
Miss Teresa Anthony, West Seneca
Mrs. Edith Dayton, Latham

Countless teachers of home economics were involved in institutes and workshops held across the State to gain teacher input and reaction as well as development. The contribution of all is appreciated.

The final development of the curriculum guidelines presented here was coordinated by Mrs. Pearl Campbell working in conjunction with the current staff of the Bureau of Home Economics Education listed below:

Miss Elizabeth Brown, Chief
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The curriculum project was coordinated by G. Earl Hay, Supervisor of Vocational Curriculum, Bureau of Secondary Curriculum Development.

MESSAGE TO TEACHERS

It is recognized that all students, regardless of age, academic abilities, or future aspirations, need to receive instruction focused on individual and family living; and that provision should be made to provide this instruction to fit varying schedules and community characteristics. Concern has increased for extending home economics education to students in upper elementary grades. Ad hoc committees of teachers, administrators, teacher educators, other professionals, parents, and students have met with State Education personnel and helped weigh societal needs, cultural trends, student interests, and abilities in considering how home economics education can contribute to each.

Goals for curriculum revision have centered on the fostering of a process which would help each teacher and local school district maintain a flexible and relevant curriculum. To this end a module format was adopted. Each module, or single concept unit guide, is designed to stand alone, to deal with a particular area of subject matter, and to have a specific focus. More importantly, each rests on behavioral outcomes desired as a result of the module's implementation. The behavioral outcomes, in turn, suggest behavioral objectives which can be measured to show when the outcomes have been achieved. Broad kinds of behavior, consisting of a number of single skills deemed appropriate to specific levels of learnings, guide the planning of modules. These behaviors are arranged in subject matter area and content emphasis categories in overall scope of learning guides.

This publication contains guidelines for developing instructional program content for Levels I and II analogous to grades 5 through 8. Included are a scope of learnings for each level, definitions of terms, sample modules, procedures for utilizing modules in planning instruction with an example of plans for implementing one specific module, and suggestions for development of courses. Subsequent publications will deal with guidelines for instructional Levels III, IV, and V, or the secondary curriculum.

The new guidelines for curriculum guidance constitute a supplement to the *Syllabus for a Comprehensive Program HOME ECONOMICS EDUCATION* and in no way replace it. The Syllabus remains the most important resource for New York State home economics education. Use of the Syllabus along with the new guidelines will help guarantee good teaching and a program that gives increasing visibility to the importance of home economics in the total education structure of elementary and secondary schools in New York State.

Elizabeth A. Brown, *Chief*
Bureau of Home Economics Education

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INTRODUCTION

DESIGN OF HOMEMAKING - FAMILY LIVING CURRICULUM

The new guidelines for curriculum guidance constitute a supplement to the *Syllabus for a Comprehensive Program HOME ECONOMICS EDUCATION* and in no way replace it. The Syllabus remains the most important resource for New York State home economics education. It presents the overall philosophy upon which home economics education rests and indicates the scope of subject matter content and its importance in a total education program. It gives guidelines for facilities. It furnishes descriptions of numerous teaching methods, stating instructional purposes which indicate their use and criteria for judging appropriateness of method. It succinctly reviews basic learning principles with implications for the teacher. Selection and use of materials, media, and appropriate evaluation procedures are delineated.

The Syllabus also deals with the interrelationships of education to increase skills for meeting personal and group living problems and education that prepares a person to select a career and earn a livelihood. Other sections of the Syllabus deal with the teaching-learning environment, characteristics of a good teacher, and the adaptation of instruction to students with differing abilities and backgrounds.

This new approach provides guidelines for reorganizing the program into four basic subject areas and six content emphases. The four subject areas are: *Human Development; Housing, Furnishings and Equipment; Food and Nutrition;* and *Clothing and Textiles*. The content emphases related to each subject area are: *Management, Buymanship, Leisure, Careers, Health and Safety,* and *Relationships*. Arranged in a framework these display scope and interrelationships. The new curriculum guidelines permit more flexibility for program planning and selection of content to meet the needs of local communities and adapt to abilities of students.

Instructional levels have been used to identify skill development in a particular subject area for a specific emphasis. Tasks in each category are designed for their appropriateness to the learners' maturity level. The chart below reflects the average grade and age of students studying at a given level. In some content areas it may be necessary for a student to achieve behavioral outcomes at lower levels before moving to higher level achievements. Levels were adopted so that older students with limited knowledge and/or skill would feel comfortable when using lower level curriculum activities. Curriculum materials should be referred to by level of achievement rather than by grade or age whenever possible.

Level	Grade
I	5-6
II	7-8
III	9-10
IV	10-11
V	11-12

A scope of learnings chart for each instructional level identifies appropriate learning outcomes for each category of subject area and content emphasis. These learning outcomes furnish bases for delineating specific kinds of behavior to guide the selection and development of instructional modules for course planning. Terms relating to the scope of learning charts are defined below:

Curriculum Framework - grid showing subject areas, content emphases, and their interrelationships.

Level - instructional level geared to stage of development.

Learning Outcome - general behavior such as that needed for a broad type of ability; a composite of several specific behaviors.

Subject Areas - phases of home economics: human development; housing, furnishings and equipment; food and nutrition; and clothing and textiles.

Content Emphases - concepts related to all subject areas: management, buymanship, leisure, career, health and safety, relationships.

Category - intersection of subject area and content emphasis shown on the curriculum framework.

The curriculum framework for Level I with subject areas, content emphases, and learning outcomes follows on pages 18 and 19. That for Level II is on pages 54 and 55.

To determine criteria for selecting learning outcomes for use in module selection or planning and course development, an analysis should be made to ascertain students' needs and concerns, what the student does not know, and what should be taught.* After an analysis has been made:

- Study the related subject area on the scope of learnings chart.
- Locate the content emphasis that is appropriate and identify needed learning outcomes.

Utilize the learning outcomes as guides for selecting instructional modules or for planning more appropriate ones. The home economics module has an established format designed to facilitate course planning. Modules will serve as the components for all homemaking family living courses. Terms used for the module are defined below:

Module - a guide for planning a free-standing unit of instruction with focus on a specific concept.

Module Title - name which reflects the content of the unit of instruction.

*A suggested procedure for analyzing needs is in the Appendix.

Time Allocation - suggested number of clock hours needed to complete the module.

Behavioral Outcome - a statement that pinpoints the specific behavior expected but gives no criteria which the performance must meet to be acceptable.

Learning Experiences - refers to learner participation in activities that lead to behavioral change.

FHA Experience - participation in Future Homemakers of America activities that relate to module focus.

Suggested Measurement Techniques - devices and methods for determining student progress toward achieving the behavioral outcomes.

Related Module Titles - names of other modules that can be developed and implemented for additional learnings with a related focus.

A complete Glossary of Terms is in the Appendix, p. 95.

DEVELOPMENT OF A COURSE

Level I:

Time scheduled for home economics in Level I should be determined after consideration of such items as relationship to the elementary curriculum, local school philosophy and objectives, local scheduling patterns, types of facilities, and feasible learning experiences.

Level II:

It is recommended that 150 clock hours be scheduled for home economics instruction at this level: 25 percent allocated to human development; 15 percent to housing, furnishings and equipment; 30 percent to food and nutrition; and 30 percent to clothing and textiles. All six content emphases should be included within each subject area.

Procedure:

I. Ascertain student needs and concerns, then determine what should be taught. Guidelines for analyzing student needs are in the Appendix.

II. Guided by results of the needs analysis, use the appropriate scope of learnings and locate relevant learning outcomes. Include all six content emphases for each subject area.

III. Select modules that have behavioral outcomes based on the learning outcomes selected in step II; or, plan new modules.

Example

Below is an example of how needs analysis data can facilitate selection of appropriate modules.

Needs analysis data:

A. Many local students supervise the play, help with the feeding, and occasionally have total responsibility for care and safety of younger siblings while parents are working, or are away from home for other reasons.

B. Students are concerned about ways to earn money.

C. Babysitting opportunities present a feasible way for youth to earn money in this community.

The Scope of Learnings for Level II, subject area of Human Development and content emphasis of Health and Safety were studied for learning outcomes to meet the above needs. Learning outcomes selected as relevant are:

- Understand effect of heredity and environment on development.
- Recognize growth and behavior characteristics of 2-6 year olds.
- Learn methods of maintaining a healthful climate for 2-6 year olds.

A review of behavioral outcomes on available modules revealed two modules based on the desired learning outcomes:

- Child's Play is Learning
- Keeping Children Safe

Clearly, other modules need to be planned and developed for instruction to more completely meet the identified needs.

DEVELOPING A MODULE FOR LOCAL USE

Steps in developing a module into instruction plans

1. Establish measurable behavioral objectives for each behavioral outcome stated in the module.*
   - Code each behavioral objective to the behavioral outcome for which it was established.
   - Write another behavioral outcome if an indicated need is not reflected in the module but could result from the learning experiences suggested.

2. From the module select learning experiences which will achieve the behavioral objectives; or, plan other experiences that are more feasible for the local situation.
   - Be sure all learning experiences relate to the behavioral objectives and that all objectives are covered by learning experiences.
   - Include Future Homemakers of America experiences that promote the established behavioral objectives of the instruction plan and represent an objective of the local FHA program of work.

3. Plan specific measurement of each student's progress toward attaining each behavioral objective.

4. Record available resources for each step of the instruction.

The following module developed into instruction plans is provided as a sample to illustrate the process of developing a module for classroom implementation.

*Accountability demands that all instruction focus on student achievements which relate to preset objectives. Concise guidelines for writing behavioral objectives which will serve as clear and specific goals for instruction, and which will lend themselves to precise measurement of instruction results, are in the Appendix, pages 96 to 97.

Module: PACK YOURSELF A LUNCH

Behavioral Outcomes:

1. Identifies reasons for carrying a lunch and foods which can be carried.
2. Plans, prepares, and properly packs a variety of foods in lunches that represent several food groups.
3. Manages time and energy by preparing sandwiches for several lunches at one time, storing properly, including freezing.
4. Supplements partial lunches brought from home so that most basic food groups are represented.
5. Pinpoints careers related to preparation of food items which can be components of carried lunches.

Suggested Learning Experiences:

- Determine reasons lunches are taken to school or work and kinds of sandwiches and other foods which can be carried. (1)
- Identify items in school cafeteria which supply nutrients to supplement those in partial lunches brought from home. (3)
- Visit bakery to select breads suited for lunches, and become aware of responsibilities of various employees. (1, 4)
- Observe teacher demonstration and cafeteria activities on the making and storing of different types of sandwiches and other lunch foods. (2)
- Plan procedures for a laboratory on preparing, wrapping, and storing foods for carried lunches. Prepare and store products for subsequent use. (2, 3)
- FHA Experience: interview bakery employees on job requirements, and discuss later with fellow class members. (5)

Suggested Measurement of Student Progress:

- "Grab Bag" Assignment - Select a lunch bag containing a list of foods, assess the foods in terms of appropriateness for a packed lunch, and list according to basic food groups. (2, 4)
- Descriptive Report - Ten People Who Carried a Lunch, Each for a Different Reason. (1, 3)
- List lunch foods which can be prepared ahead of time and indicate satisfactory storage methods. (3)
- List and match job title and job responsibilities of workers in bakeries and sandwich-making establishments. (5)

Some Related Modules:

Right-Now Picnics
Your Family Needs You
Working With Food Is Fun
Using Allowances

INSTRUCTION PLANS

MODULE TITLE: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION

Content Emphasis: MANAGEMENT

Level: I

Learning Outcome (from Scope of Learnings): Realize that each family member can help with meals.

Behavioral Outcomes (from Module):

(1) Identifies reasons for carrying a lunch and foods which can be carried.
(2) Plans, prepares, and properly packs a variety of foods in lunches that represent several food groups.
(3) Manages time and energy by preparing sandwiches for several lunches at one time, storing properly, including freezing, until needed.
(4) Supplements partial lunches brought from home so that at least three basic food groups are represented.
(5) Pinpoints careers related to preparation of food items which can be components of carried lunches.

Behavioral Objectives for Instruction:

a. Following brainstorming and research focused on reasons people carry lunches, the student delineates at least six reasons why people in their community carry lunches. (1)

b. From a list of foods including those suitable and unsuitable for packed lunches, student picks, without error, according to criteria used in class, ten which are suitable, and specifies any special precautions needed to have each in good condition at lunch time. (2, 3)

c. Presented names of basic food groups, a menu of a partial lunch brought from home, and a cafeteria á la carte menu, the student selects from the menu to supplement the partial lunch so that at least three basic food groups are represented. (4)

d. Using an exhibit of possible lunch foods, including left-overs, and food enclosure materials, i.e., plastic and wax sandwich bags, clean used plastic and wax wrappers, or covered cups, each food is matched with appropriate item to enclose it for a packed lunch, according to guidelines agreed upon in class. (2)

e. Given an assignment to prepare three different kinds of sandwiches at one time which will serve for a week of lunches, appropriate ways to store each type are identified using guidelines covered in class. (3)

f. Given a random assignment for type of sandwich, the student lists items needed for preparation and gives sequential steps to show management of time and energy according to filmstrip, cafeteria demonstration, and classroom activity criteria. (2, 3)

g. Asked to identify jobs and job responsibilities related to commercial production of bread or of sandwiches, student identifies two jobs and two responsibilities for each. (5)

RESOURCE LISTING

Complete Identification of Resources:

No.	RESOURCES	No.	RESOURCES
1	Cronan, M., & Arwood, J. *First foods.* Peoria, Ill. Chas. A. Bennett Co., Inc. 1971. pp. 96-110.		
2	Fleck, H., & Fernandez, L., & Munves, E. *Exploring home and family living.* Englewood Cliffs, N.J. Prentice-Hall. 1965.		
3	*Woman's day encyclopedia of cookery.* New York. Fawcett Publications, Inc. 1966.		
4	Betty Crocker. *Boys' and girls' cookbook.*		
5	Filmstrip: *"Sandwiches, Sandwiches, Sandwiches!"* Norwalk, Connecticut. Pepperidge Farms, Inc. 1971. 25 minutes.		
6	Family Cirlce Illustrated Library of Cookery. *Sandwiches, open and shut.*		
7	Pamphlet: *"The carried lunch...packed to perfection."* Midland, Michigan. Dow Chemical Company.		

INSTRUCTION PLANS Lesson: 1 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCES
. Reasons for carrying a lunch	. Brainstorm in small groups on "Reasons for carrying a lunch." - groups make reports listing results on chalk board and discussing with class.		
	. Pairs of students select groups of people to interview to determine who carries lunches; to what extent; for what reasons; what is carried? - make assignment to have results reported and discussed in Lesson 4.		. School personnel . Parents . Other community people
. Criteria for foods suitable to include in carried lunches	. Research printed materials and add criteria from personal knowledge. Consider ease of preparation, feasibility of packing, time involved, and keeping qualities.	. State on paper, four criteria to consider in selecting foods to pack in a lunch. (b)	. First Foods (1) . Exploring Home and Family Living (2) . Woman's Day Encyclopedia of Cookery (3) . Boys' and Girls' Cookbook
. Specific foods that can be packed for lunches	. Discuss and compile list of foods using research data and personal experience.	. Based on the four criteria discussed state one advantage or one disadvantage for each of eight selected foods. (b)	
. Basic food groups	. Each student plans a lunch she/he would enjoy bringing to school, one food from at least three food groups; also a partial lunch that could be supplemented from school lunch á la carte items to meet similar standards.	. Identify food groups for each food in the two partial menus, and add selections so that each menu contains foods from at least three basic food groups. (c)	. Charts showing basic food groups . Food modules; list of foods compiled during lesson . School lunch menu with á la carte listing

INSTRUCTION PLANS Lesson: 2 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCES
. Sandwich making guidelines	. Show filmstrip: "Sandwiches! Sandwiches! Sandwiches!" Students identify procedures in relation to management as well as product.		. Pepperidge Farms, Inc. (5)
. Fillings for sandwiches	. List and categorize types of sandwich fillings using information from research of printed materials, the film, personal knowledge.	. List 10 fillings that could be used in sandwiches for a packed lunch. (b)	. Magazines, textbooks, other printed materials, list of foods compiled in class. . Sandwiches, Open and Shut. . Local bakery and personnel.
. Breads for packed lunches	. Plan trip to bakery, compiling guidelines for travel, behavior, observations at baker, and information sought regarding - specific products sold, ways displayed and protected. - characteristics of products as related to packed lunches. - job responsibilities of employees.		

INSTRUCTION PLANS Lesson: 3 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCES
. Breads for packed lunches	. Visit bakery following guidelines set up previous day. Taste various breads in a previously arranged tasting party - with remuneration to bakery. . Express opinions as to fillings which would go well with each type of bread. . Vote on three breads to use when making sandwiches in class. . Purchase the breads. . FHA members interview employees regarding their job responsibilities.		. Bakery

INSTRUCTION PLANS Lesson: 4 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCES
. Equipment and procedures useful in sandwich making	. Visit school cafeteria and watch sandwich making procedures. Then observe demonstration by teacher in classroom and list points that guide sandwich making, wrapping, freezing, and refrigeration of three types of sandwiches.		. School cafeteria and personnel.
. Utilization of various wrapping materials	. Relate wrapping materials to convenience, availability, ecology, cost, and protection afforded.	. Given a list of various types of foods for packed lunches, select a suitable material for enclosing each and state why it was chosen. (d)	. Plastic and wax paper, sandwich bags, covered cups, clean used plastic or wax wrappers. . The Carried Lunch... Packed to Perfection. (7)
. Remunerative jobs related to sandwich making	. FHA members lead discussion on job responsibilities of bakery employees. . Total class discusses skills noted in cafeteria employees.	. Identify two jobs and give two responsibilities connected with each job observed either at the bakery or connected with sandwich making in the school cafeteria. (g)	

INSTRUCTION PLANS Lesson: 5 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCE
. Reasons people carry lunches	. Discuss results of surveys made as to who carries lunches, to what extent, for what reasons, and kinds of food items carried.	. List six people who carry a lunch, each for a different reason. (a) . List eight different foods which class members have found that people in this community carry. (a,b,d)	
. Fitting plans for class lunch preparation into a 2 day time span	. Students and teacher plan for next day's preparation of packed lunch. - select bread and filling combinations for sandwiches. - plan for other lunch items to accompany sandwiches. - make market order based on inventory of foods and supplies on hand and others required. - make plan for lab procedures in preparation of sandwiches, their storage, clean up, individual responsibilities.		
. Utilizing time and energy at home by making several sandwiches at one time, storing properly	. Class discussion with lead questions by teacher.	. Estimate how much time can be saved when sandwiches for one week of school lunches are made at one time, then correctly stored until used. (e)	

INSTRUCTION PLANS Lesson: 6 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCE
. Preparation of sandwiches within time plan	. Follow plan made previous day and make sandwiches according to guidelines.	. Using lab check sheet teacher checks student with regard to: . following of plan . management of time . sandwich results . storage procedures (3)	
. Utilization of appropriate storage	. Wrap sandwiches, refrigerate those to be used later in the day. Freeze those to be stored for another occasion.		
. Completion of plans for packing lunch and consumption of it on the following day, or at a later period of same day	. Prepare any additional foods or items to be packed; store foods appropriately. Return to classroom during selected lunch hour, quickly assemble and pack lunch items. Return to cafeteria and eat with friends.		. The Carried Lunch... Packed to Perfection. (7)

INSTRUCTION PLANS Lesson: 7 Module Title: PACK YOURSELF A LUNCH

Subject Area: FOOD AND NUTRITION Content Emphasis: MANAGEMENT Level: I

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCE
. Reactions to the packed lunch	. Discuss lunch and reaction, pro and con.		. Food charts . Review of previous preparation activities and results
. Utilizing foods left from family meals to save time, food, and expense	. Brainstorm regarding what might be carried in small containers in lieu of sandwiches; list other sandwich substitutes which require little preparation. Discuss various types of foods which could be bought in lunch room to supplement type of leftovers utilized.		. Home food patterns . Textbooks . Magazines, other printed material
. Generalizations students make as result of study of this module	. List on chalk board generalizations students make as they discuss what they've learned. . Generalizations: - Preparing, carrying, and eating a packed lunch can be fun. - Ability to plan and prepare a good packed lunch is an important management skill. - Making quantities of sandwiches and freezing may represent good management of time and resources.		

LEVEL I
SCOPE OF LEARNINGS FOR HOMEMAKING-FAMILY LIVING —
LEARNING OUTCOMES

SUBJECT AREA	CONTENT EMPHASES		
	MANAGEMENT	BUYMANSHIP	LEISURE
Human Development	• Manage responsibilities which contribute to personal development. • Understand how certain personal skills enable one to operate independently and effectively. • Recognize personal resources.	• Recognize the variety of needs that require money in a family. • Realize how various influences affect how one spends his allowance.	• Recognize the contributions others can make to pleasurable use of leisure time. • Explore fun activities for family groups. • Consider what contributions various organized groups can make to the social development of young people.
Housing, Furnishings, and Equipment	• Recognize some principles of management in the home. • Consider various ways of storing personal possessions.	• Understand how daily living habits influence cost of operating the home.	• Gain ability to make seasonal decorations from natural or common materials. • Develop leisure time hobbies which produce useful articles for the home.
Food and Nutrition	• Use simple kitchen utensils, equipment, measuring techniques and recipes. • Recognize the importance of planning for group activities. • Realize that each family member can help with meals. • Learn to cooperate in a group activity.	• Read, understand, and compare information on food containers. • Know what snack foods are nutritious. • Learn where foods come from and the process of marketing.	• Feel at ease when eating out and entertaining. • Appreciate the meaning and significance of food for holidays and as family traditions.
Clothing and Textiles	• Recognize the importance of wearing appropriate clothing. • Learn to operate the sewing machine. • Recognize inventions that have affected manufacture of clothing. • Develop ability to help care for clothing.	• Appreciate how use of money affects the purchase of clothing. • Become aware of the variety of textiles. • Learn to select basic sewing tools.	• Recognize how clothes relate to leisure time activities. • Enjoy using sewing ability to make gifts.

CONTENT EMPHASES			SUBJECT AREA
CAREER	**HEALTH AND SAFETY**	**RELATIONSHIPS**	
• Recognize that every person needs a career to make a living and contribute to society.	• Realize the value to oneself and for one's relationship of daily hygiene and good grooming. • Become cognizant of health needs of family members. • Recognize safety factors for toys and play activities. • Understand safety precautions involved when playing with others.	• Become more accepting of self and others. • Recognize behavior that leads to satisfying interpersonal relationships. • Recognize roles, privileges, and responsibilities in family membership. • Understand some causes and solutions to simple family problems. • Communicate with and enjoy people of various ages and backgrounds.	**Human Development**
• Become acquainted with some of the home economics-related occupations that affect the furnishings and operation of a home.	• Learn some simple first aid procedures. • Understand how cleanliness in the home contributes to health. • Recognize possible hazards in the home. • Know ways to maintain a safe home.	• Understand and respect individual needs and values regarding privacy and personal property in the home situation. • Cooperate with others in performing household tasks. • Help create appropriate living environments for self and others.	**Housing, Furnishings, and Equipment**
• Recognize some jobs of people who serve us in the area of foods and nutrition. • Appreciate activities involved in home preparation of food.	• Understand why we eat. • Accept that nutrition affects growth and performance. • Be willing to try new foods. • Know safe procedures when working in kitchen.	• Relate food groups to needs of family members. • Know the contributions each family member can make to mealtime success. • Exhibit attitudes that contribute to meeting family nutritional needs. • Understand the role mealtime atmosphere has on the relationships of family members. • Share part of the activities with family food needs.	**Food and Nutrition**
• Know about some jobs involved in manufacturing textiles. • Realize how maintenance of clothing affect appearance for career development. • Develop appreciation of the values and skills involved in the clothing industry.	• Recognize the relationship of clothing to climate. • Learn how clothing may affect personal safety. • Learn principles for safe use of sewing tools.	• Understand the limitations on clothing choices imposed by needs and values of other family members. • Assume responsibility for making appropriate choices from wardrobe in selecting clothing for school and play.	**Clothing and Textiles**

HOMEMAKING – FAMILY LIVING CURRICULUM FRAMEWORK LEVEL 1

The chart on these pages is the curriculum framework on which titles of the original modules for Level I have been placed according to subject area and content emphasis. The framework is designed as a working instrument. Space is provided for titles of modules planned locally or distributed in the future by the Education Department.

SUBJECT AREA	CONTENT EMPHASES		
	MANAGEMENT	BUYMANSHIP	LEISURE
Human Development	. Your Family Needs You	. Using Allowances	. Fun Trips for the Whole Family
Housing, Furnishings, and Equipment	. Organizing Personal Possessions at Home	. Extending Family Resources	. Crafts From Nature
Food and Nutrition	. Party Perfect Foods . Sparkling China, Gleaming Crystal, and Shining Pots . Pack Yourself a Lunch	. Snack Shopper .	. Right-Now Picnics .
Clothing and Textiles	. Running the Sewing Machine	. Tools for Home Sewing	. Making and Wrapping Gifts

It is suggested that this chart also be used as a record. A check mark beside the title being used in instruction will assist in determining progress toward inclusion of each subject area focus and content emphasis for any specific course.

CONTENT EMPHASES			SUBJECT AREA
CAREER	HEALTH AND SAFETY	RELATIONSHIPS	
. Career Chatter	. Toy Safety	. "I Am Me" . Making and Keeping Friends . Tuning-in to Future Homemakers of America	Human Development
. Opportunities in Maintaining Buildings and Homes	. Treating Minor Injuries . Fire Safety	. Their Home and Mine	Housing, Furnishings, and Equipment
. Working With Food Is Fun	. Perk Up a Breakfast . Putting the Basic Food Groups To Work . Kitchen Safety	. Eating Out	Food and Nutrition
. Gobs of Jobs Create Clothes	. Catch the Good Grooming Habit . Are Your Clothes Safe?	. Sharing in the Care of Clothing	Clothing and Textiles

Module: YOUR FAMILY NEEDS YOU

Behavioral Outcomes:

1. Identifies the functions of family groups in a contemporary society and family contributions to individual home members.
2. Analyzes his own contributions to family life.

Suggested Learning Experiences:

- Use buzz groups to answer the following questions: "What is a family?" "Why do we live in families?" "What does my family do for me?" Work responses into a bulletin board. (1)
- Hold a symposium consisting of a grandparent or senior citizen, a parent, and a class member to discuss changes seen in family functions over the years. (1)
- List responsibilities members have to their families, and discuss how failure to assume these affects the family. (2)
- Define ways members can contribute to well-being of the family group. (1)
- Students in family groups such as one-parent, two-parent, three generations, or other, hold family councils on given problems. (2)
- Develop a check sheet for determining contributions to family life. Assess "Things I Do" and "How My Family Reacts." (2)
- FHA Experience: design and use an evaluation sheet on "How I Rate as a Family Member." Base a chapter program on the summaries. (2)

Suggested Measurement of Student Progress:

- List changes in family functions and responsibilities identified in symposium and family council sessions. (1)
- Rate check sheet kept by student for one week's activities. (2)

Some Related Modules:

Fun Trips for the Whole Family
Extending Family Resources
Sparkling China, Gleaming Crystal, Shining Pots
"I Am Me"
Operations Home
Making and Keeping Friends
Sharing in the Care of Clothing

Module: USING ALLOWANCES

Behavioral Outcomes:

1. Examines ways in which allowance or earnings might be obtained and used.

2. Plans ways to make an allowance or earnings work for him.

Suggested Learning Experiences:

- List ways students earn spending money or receive an allowance, and how they spend it. Discuss factors that influence choices in spending. Study alternate ways of managing an allowance to achieve preferred goals. (1)

- Use newspapers, stores, and catalogs to find best places to purchase items needed or desired. (2)

- FHA Experience: FHA members in class survey chapter members about how they spend their money in a given week. Summarize results and lead a chapter discussion on "What Influences the Way We Spend Our Money." (1)

Suggested Measurement of Student Progress:

- List six ways an allowance might be used and factors which influence your choices. (1)

- Problem - Given a specified allowance and identified items that must be purchased, the student plans the use of the money for a month. (2)

Some Related Modules:

Making and Wrapping Gifts
Snack Shopper
Party Perfect Food
Fun Trips for the Whole Family
Catch the Good Grooming Habit

Module: FUN TRIPS FOR THE WHOLE FAMILY

Behavioral Outcomes:

1. Identifies one-day trips that are available to families at a reasonable cost.
2. Examines a one-day trip that might be possible for own family.

Suggested Learning Experiences:

- Have a buzz group compile a list of short trips and activities that families can enjoy at reasonable cost. (1)
- Invite a resource person from the Recreation Commission, Chamber of Commerce, or a community relations group to describe facilities in the community for family fun. (1)
- Each student research a specific trip to discover distance, cost, and any other relevant information available. (2)
- Develop bulletin board showing local and nearby possibilities for family fun. (1)
- FHA Experience: carry out a fun night with own family members or as a chapter activity. (2)

Suggested Measurement of Student Progress:

- Each student plans a one-day trip for his own family with details of purpose, time, distance, cost, and transportation. (1,2)
- Score research project for completeness of information. (2)

Some Related Modules:

Opportunities in Maintaining Buildings and Homes
Your Family Needs You
Extending Family Resources
Using Allowances
Treating Minor Injuries

Module: CAREER CHATTER

Behavioral Outcomes:

1. Defines the meaning of work.
2. Describes the reasons people work.
3. Examines work roles of various individuals.
4. Examines the influence of school upon job preparation.

Suggested Learning Experiences:

- Discuss the meaning of work. List all key phrases on chalk board, then help students develop a definition. (1)
- Interview people to discover reasons they work at a particular job and satisfactions received from their work. Develop a "Why People Work" bulletin board. (2)
- Spend a day at work with a parent or adult friend. Report on roles of the people seen at work. Compile information on responsibilities and qualifications of an employee, of working conditions, and reasons a person might select that particular job. (3)
- Invite a panel from a variety of job levels to discuss the influence of school upon job preparation. (4)
- FHA Experience: plan a program on careers in today's job market with discussion of what "being prepared" means. (4)

Suggested Measurement of Student Progress:

- Describe - "What Work Means to Me." (1)
- List six reasons why people work for pay. (2)
- List job responsibilities of person shadowed on the job. (3)
- Match lists of school skills and related job skills. (4)

Some Related Modules:

Organizing Personal Possessions at Home
Crafts From Nature
Toy Safety
Snack Shopper

Module: TOY SAFETY

Behavioral Outcomes:

1. Identifies safe toys and games for children of various ages.
2. Selects safe toys and games for children of various ages.

Suggested Learning Experiences:

- Read about, discuss, and chart ways children of various ages use toys. Chart hazards for each age group. (1)
- Display toys and games. Identify hazard for various ages. Chart the age for which each game or toy is appropriate. (1)
- Visit a store and examine toys for safety. Have store buyer discuss safety considerations which influence selections. Discuss procedure to follow if an unsafe toy is received or purchased. (1)
- Select a toy or game which a child of a specific age can safely use. Explain to class reasons for choice. (2)
- Compose a news release describing how to select safe toys for children of various ages. Distribute. (2)
- FHA experience: students collect used toys, repair them and/or alter them for safety. Give them to a children's home for Easter, Christmas, etc. (2)

Suggested Measurement of Student Progress:

- Completion Test - Give reasons why specific toys or games would be unsafe for a given age group. (1)
- Identify from a list toys and games that are safe for various age groups. (2)
- Practical Test - show students various toys and games or pictures of toys and games. Have them describe situations where each could be safely used. (2)

Some Related Modules:

Your Family Needs You
Treating Minor Injuries
Making and Wrapping Gifts

Module: "I AM ME"

Behavioral Outcomes:

1. Identifies self in relation to the various stages of life.
2. Compare personal feelings about physical, mental, social, and emotional development with those of peers.
3. Describes the influences of heredity, environment, and personal effort on uniqueness.
4. States reasons for own personal values, attitudes, and tastes and sees ways they might change.

Suggested Learning Experiences:

- Discuss the relationship of middle childhood to other stages of life. (1)
- Employ buzz group techniques to compile lists of things about physical growth that make individuals feel different. (2)
- Read how the body develops and why; study heredity and its influence. List factors in environments that make each person different from any other. Use bulletin board to present these factors. (3)
- List things that influence development of personal values. Discuss attitudes and tastes typical of age and ways these may change. (4)
- FHA experience: plan, and carry out a project to show appreciation to other people for contributions in providing good environment, love, and concern. (3)

Suggested Measurement of Student Progress:

- Collages entitled "I AM ME" with facts illustrating uniqueness. (1, 2, 3, 4)
- Matching Test - Match values, attitudes, tastes, appearance with influences from heredity, environment, and personal effort. (2, 3, 4)

Some Related Modules:

Making and Keeping Friends
Your Family Needs You
Catch the Good Grooming Habit
Putting the Basic Food Groups To Work

Module: MAKING AND KEEPING FRIENDS

Behavioral Outcomes:

1. Identifies characteristics which make or deter friendships.
2. Demonstrates characteristics which make and keep friends.

Suggested Learning Experiences:

- Buzz groups compile lists of desirable and undesirable characteristics in people and discuss reasons they like or dislike each characteristic. Role play to demonstrate effects. (1)
- Develop a "Keys to Friendship" bulletin board. (1)
- Discuss factors which influence choices for friends. (1)
- Role play ways of starting new friendships. (2)
- Develop a rating scale entitled "How Do I Rate as a Friend?" Use rating scale and plan ways to improve personal rating. (1)
- Keep an anecdotal record for a period of time, recording ways tried for becoming a better friend. Analyze results. (2)
- FHA experience: develop chapter project for increased friendliness toward shy schoolmates. (2)

Suggested Measurement of Student Progress:

- Case Study Analysis: Given a story about two unknown students, underline statements that prompt positive reactions and circle those that prompt negative reactions. Select two negative characteristics and describe ways to improve. (1)
- Essay - "Joe and Jim are good friends because...." (1)
- Essay - "I'm going to be a better friend by...." (2)
- Anecdotal Record Analysis (2)

Some Related Modules:

Catch the Good Grooming Habit
Your Family Needs You
Tuning-In to Future Homemakers of America
"I Am Me"
Encounter Personal Growth

Module: TUNING-IN TO FUTURE HOMEMAKERS OF AMERICA

Behavioral Outcomes:

1. Identifies the place of FHA in home economics.
2. Describes creed, purposes, overall objectives, and requirements for membership.
3. Uses IMPACT to plan an in-depth project.

Suggested Learning Experiences:

- Participate in FHA opening and closing ceremonies. Have discussion of "What is FHA?" led by local chapter officers. Explore, discuss, and display FHA publications such as Encounter Personal Growth Through Development, Action Project Series, TEEN TIMES and chapter Calendar. (1, 2, 3)
- Visit a meeting of a local or nearby chapter to see how one chapter operates and implements a program of work. (3)
- Use PROGRAM ACTION IMPACT planning process. Select a paper bag with a colored sheet inside. Write 3 personal concerns on the sheet. Base concerns on personal, family, community, or job/career as related to FHA/HERO. Pass bags until stop signal. Receiver reads concerns to group. Concerns are recorded on a master list. Divide into groups based on color of concern sheet. Discuss concerns and narrow to one according to feasibility, need, resources, accomplishments, individual roles in implementing concern. (3)
- FHA Experience: show a slide presentation of an in-depth project to potential members, parents, the community and school administration. (3)

Suggested Measurement of Student Progress:

- Interview - Chapter officer interview class members intermittently throughout instruction period regarding facts about FHA. Record information on a check sheet with interviewers names. Results to be used to indicate other needed experiences. (1, 2)
- Program Action Impact Reactor - Each class member react to questions such as: how is each individual involved in the IMPACT process? What is the role of the advisor? What resources may be used? (1, 3)
- Brief Idea - Record a major idea on a light bulb picture. (1, 2, 3)

Module: ORGANIZING PERSONAL POSSESSIONS AT HOME

Behavioral Outcomes:

1. Identifies personal possessions which can be organized.
2. Makes items for storage of personal possessions at home.
3. Organizes personal possessions at home.

Suggested Learning Experiences:

- List on worksheet entitled "Disaster Areas" personal possessions which need to be organized such as books, magazines, clothes, dresser top items, games, or hobby materials. Look in textbooks and magazines for ways of organizing possessions. (1)
- Select and make projects such as covered boxes for storage, bulletin boards for display, magazine or book holders, closet accessories, or dresser top organizers. (2)
- Draw plans showing where things on list can be stored. Note areas which need to be organized daily, weekly, and occasionally. (1)
- Organize possessions at home according to plans and report to class. (3)
- FHA Experience: chapter sponsors project to help parents organize small items at home or to organize basement and/or attic. (3)

Suggested Measurement of Student Progress:

- Practical Test - Shown a picture or drawing of a disorganized area of a room labeled "before," students draw an "after" picture that shows ways it could be better organized, or describes changes to make. (1)
- Completion of project for organizing personal possessions at home. (2)
- Report on "How I Reorganized My Things at Home." (3)

Some Related Modules:

Making and Wrapping Gifts
Catch the Good Grooming Habit
Crafts From Nature

Module: EXTENDING FAMILY RESOURCES

Behavioral Outcomes:

1. Examines ways to extend family resources.
2. Practices more careful use of family resources.

Suggested Learning Experiences:

- Role play ways that family resources are wasted, such as leaving electrical items on, using excessive paper products, wasting heat by leaving a door open, or wasting water when brushing teeth or doing dishes. Build a bulletin board entitled "Wasteful Ways." (1)
- Research by students into the cost of wasting one item. Report to class on the amount of money that can be saved by being less wasteful. (1)
- Use several reports to compile a family play of action on ways to extend family resources. Report to class on successes and savings in implementing a family plan. (2)
- FHA experience: sponsor an Awareness Day in the school to help promote interest in extending resources. (2)

Suggested Measurement of Student Progress:

- Game - first player names a way to extend family resources, second player repeats the first and adds one. Continue in this way, eliminating those who can't repeat and add on until a champion remains. (1)
- Anecdotal records - Ways I Help Extend Family Resources. (2)
- Plan 10 easy ways a family can extend resources. (2)
- Case Study - given a family with one teenager, a 6th grader, and a preschooler, suggest ways of extending the family resources. (1)

Some Related Modules:

Using Allowances
Snack Shopper
Emergency Care of Clothing
Making and Wrapping Gifts
Operation Home

Module: CRAFTS FROM NATURE

Behavioral Outcomes:

1. Identifies a variety of items that can be made using natural materials.

2. Uses natural materials to make a variety of items for the home and individual.

Suggested Learning Experiences:

. Collect pictures of crafts from natural materials. (1)

. Invite people who have made nature crafts to demonstrate to the class. (1)

. Develop bulletin board entitled "Crafts From Nature." Examine natural materials that can be used to make things such as pine cone wreaths or bouquets, terrariums, egg shell flowers, necklaces, pins, rings, sea shell arrangements, or paper weights. (1)

. Make several projects and display them. (2)

. FHA experience: FHA members conduct summer craft program for neighborhood children. (1, 2)

Suggested Measurement of Student Progress:

. Prepare a plan for making craft item using natural materials. Indicate materials, needed techniques, and the intended use. Share with class. (1)

. Completion of craft items. (2)

Some Related Modules:

Extending Family Resources
Organizing Personal Possessions at Home
Making and Wrapping Gifts

Module: OPPORTUNITIES IN MAINTAINING BUILDINGS AND HOMES

Behavioral Outcomes:

1. Identifies types of jobs related to interior care of community buildings.
2. Ascertains procedures, equipment, and materials used in performing various routine maintenance tasks and compares with procedures and equipment and cleaning agents used for maintenance of family dwellings.

Suggested Learning Experiences:

- Survey community for service agencies related to custodial care of buildings such as window washing, wall, floor, rug, or drapery cleaning, and other routine cleaning. Interview managers of these agencies and observe while special cleaning tasks are performed, if feasible. (1)
- Invite head custodian of school or other community institution, i.e., hospital, city hall, or courthouse, to talk with class members about kinds of tasks required in the daily upkeep of a large public building and types of materials and supplies used. Make individual notes for reference. (2)
- Describe immediately obvious similarities and differences between cleaning materials, equipment, and procedures when maintaining large public buildings and when maintaining the interior of a house. (1, 2)
- FHA Experience: Working with the school custodial staff, prepare an exhibit with posters of ways students can assist with general maintenance of an attractive school building. (2)

Suggested Measurement of Student Progress:

- Using information obtained from community survey and discussion with visiting custodian, specify suitable materials and equipment to use when cleaning various areas or equipment in the school. Demonstrate or describe correct procedures. (1, 2)

Some Related Modules:

Sparkling China, Gleaming Crystal, Shining Pots
Your Family Needs You
Extending Family Resources

Module: TREATING MINOR INJURIES

Behavioral Outcomes:

1. Identifies acceptable procedures in treating minor injuries in the home.

2. Uses acceptable procedures in treating minor injuries in the home.

Suggested Learning Experiences:

- Discuss personal injuries that have happened in the home such as cuts, bruises, burns, falls, or scrapes. Research and report to class on a specific injury, ways to treat it at home, and indications for further treatment. (1)

- Demonstrate techniques researched for treating minor injuries emphasizing use of readily available supplies. (2)

- Compile a checklist of first aid supplies that should be in every home and use it to check the home first aid equipment. (2)

- FHA experience: set up a first aid kit with instructions for use by own family. (1)

Suggested Measurement of Student Progress:

- Problem - Given a description of a minor injury, the student explains the procedure to follow in treating the injury. (1)

- Problem - Given a list of first aid supplies that should be in every home, the student explains how they should be used. (2)

Some Related Modules:

Kitchen Safety
Fire Safety
Are Your Clothes Safe?
Toy Safety
Running the Sewing Machine

HOUSING, FURNISHINGS AND EQUIPMENT

HEALTH AND SAFETY
Level 1: 6 hours

Module: FIRE SAFETY

Behavioral Outcomes:

1. Identifies fire hazards in school and in the home.
2. Demonstrates ways to react in fire emergencies.
3. Develops a plan to minimize fire hazards within the home.

Suggested Learning Experiences:

- Compile check lists for identifying hazards due to electrical wiring, open flames, combustible substances, i.e., grease and refuse. (2)
- Read about fire hazards present in homes and schools. Consider possible solutions and discuss safe ways to react to emergencies. (2)
- Role play ways to handle the fire emergencies discussed earlier. Include home evacuation. (2)
- Plan and carry out the minimizing of a fire hazard at home. Report to class. (3)
- FHA experience: In conjunction with the local fire department the chapter or class members prepare and present a fire safety program to school and community groups during National Safety Week. (1,2,3)

Suggested Measurement of Student Progress:

- Identification game - color parts of a picture that show fire hazards. (1)
- Demonstrate good ways to react to fire emergency situations. (2)
- Rating of the home projects planned and carried out to minimize fire hazards. (3)
- Completion test - describe in single sentences the best way to eliminate each of several home hazards. (3)

Some Related Modules:

Kitchen Safety
Treating Minor Injuries
Operation Home

Module: THEIR HOME AND MINE

Behavioral Outcomes:

1. Identifies special needs of individual family members for privacy and for respect of personal property.
2. Shares common living areas and furnishings according to special needs of family members.

Suggested Learning Experiences:

- Discuss and list some of the things family members do which indicate need for privacy and sharing of facilities. Consider areas and equipment which are related to these needs, i.e., common living and sleeping quarters, study areas, use of telephone, radio, and television. (1)
- Role play problem situations caused by two or more family members desiring to utilize the same area and/or furnishings at the same time. Determine possible solutions. (2)
- Use magazine pictures to make a bulletin board depicting common living areas within a home and some of the activities which take place in each area. (1)
- Read about and discuss ways to create inexpensive storage units for toys, housekeeping supplies, and tools. List common items that can be used, i.e., boxes, cans, and bags. (2)
- Bring to class various items that can be utilized for more effective storage. Exchange ideas, then develop selected ones for use to improve storage at home. (2)
- FHA Experience: construct an inexpensive storage unit or item for an area or facility within a nursing home or childrens' hospital which will add to the personal enjoyment of the occupants. (1, 2)

Suggested Measurement of Student Progress:

- List rights, privileges, and responsibilities of members of a group sharing common living quarters, i.e., in a family, at camp, or in a dormitory. (1)
- Diagram a shared living arrangement with an identified problem area. Redesign the arrangement to make a more livable situation. (2)

Some Related Modules:

Organizing Personal Possessions at Home
Your Family Needs You
Crafts From Nature

Module: PARTY PERFECT FOODS

Behavioral Outcomes:

1. Prepares snacks using appropriate utensils and equipment, measuring techniques, and easy recipes.

2. Prepares beverages using electrical appliances.

3. Prepares a simple punch and soft dough cookies for a party.

Suggested Learning Experiences:

- Plan and prepare several snacks to serve to class, learning to use new equipment and utensils, to follow a simple recipe, or to measure ingredients. (1)
  Suggested foods: vegetable tray with dips, fresh fruit cup and cinnamon toast sticks, popcorn, chex snacks (do-dads), unbaked cookies, simple candies, hors d'oeuvre trays.

- Plan and prepare beverages while learning to use a blender or mixer. (2) Suggested foods: chocolate milk, milk drinks, eggnog, fruit drinks.

- Entertain someone outside the Department serving simple punch and soft dough cookies. (3)

- Collect class recipes and new ones to try at home. (1, 2, 3)

- FHA experience: serve refreshments at a chapter meeting. (1, 2, 3)

Suggested Measurement of Student Progress:

- Student demonstrations of measuring techniques. (1)

- Completion test on terms found in simple recipes. (1)

- Demonstrate the basic operation of electrical appliances used in class. (2)

- Problem - List the basic steps in planning refreshments for a party where homemade rolled cookies and a blender punch are to be served. (3)

Some Related Modules:

Perk Up a Breakfast
Kitchen Safety
Sparkling China, Gleaming Crystal, Shining Pots

Module: SPARKLING CHINA, GLEAMING CRYSTAL, SHINING POTS

Behavioral Outcomes:

1. Identifies the steps in efficient dish and pan washing by hand and dishwasher.

2. Uses correct procedures for washing dishes.

Suggested Learning Experiences:

- Read about or see a filmstrip on the correct way to wash dishes by hand and using the dishwasher. Discuss reasons for the order in which dishes are handwashed and why certain procedures make for efficiency. (1)

- Experiment with various products and procedures to clean pots and pans. (1)

- Hand wash four soiled place settings of dishes using sudsy water and three rinse pans each having two gallons of water. After completing the task, place water from each pan in a separate clear water glass. Compare the four waters for clearness and amount of sediment. Make conclusions. (1)

- Prepare and use score sheets in observing others and while doing own dishes. (2)

- FHA experience: members give mothers or guardians special week-end gift by polishing all pots and metal in kitchen and by washing meal dishes. (2)

Suggested Measurement of Student Progress:

- List steps and give reasons for suggested order for efficient dishwashing by hand and with a dishwasher. (1)

- Practical test - Random checks of dish water, rinse water, and procedures used during succeeding clean-up period. (2)

Some Related Modules:

Party Perfect Recipes
Perk Up a Breakfast
Putting the Basic Food Groups To Work

Module: PACK YOURSELF A LUNCH

Behavioral Outcomes:

1. Identifies reasons for carrying a lunch and foods which can be carried.
2. Plans, prepares, and properly packs a variety of foods in lunches that represent several food groups.
3. Manages time and energy by preparing sandwiches for several lunches at one time, storing properly, including freezing.
4. Supplements partial lunches brought from home so that most basic food groups are represented.
5. Pinpoints careers related to preparation of food items which can be components of carried lunches.

Suggested Learning Experiences:

- Determine reasons lunches are taken to school or work and kinds of sandwiches and other foods which can be carried. (1)
- Identify items in school cafeteria which supply nutrients to supplement those in partial lunches brought from home. (3)
- Visit bakery to select breads suited for lunches, and become aware of responsibilities of various employees. (1, 4)
- Observe teacher demonstration and cafeteria activities on the making and storing of different types of sandwiches and other lunch foods. (2)
- Plan procedures for a laboratory on preparing, wrapping, and storing foods for carried lunches. Prepare and store products for subsequent use. (2, 3)
- FHA Experience: interview bakery employees on job requirements, and discuss later with fellow class members. (5)

Suggested Measurement of Student Progress:

- "Grab Bag" Assignment - Select a lunch bag containing a list of foods, assess the foods in terms of appropriateness for a packed lunch, and list according to basic food groups. (2, 4)
- Descriptive Report - Ten People Who Carried a Lunch, Each for a Different Reason. (1, 3)
- List lunch foods which can be prepared ahead of time and indicate satisfactory storage methods. (3)
- List and match job title and job responsibilities of workers in bakeries and sandwich-making establishments. (5)

Some Related Modules:

Right-Now Picnics
Your Family Needs You
Working With Food Is Fun
Using Allowances

Module: SNACK SHOPPER

1. Plans nutritious snacks.

2. Selects economical snacks for specific occasions.

Suggested Learning Experiences:

- Discuss times that snacks have been purchased and how good a buy each was. Discuss places where snacks are most expensive such as movies, amusement areas, and fairs. (2)

- Compare prices for various quantities, from different places, and in different packages. (2)

- Collect pictures of nutritious foods from each of the basic four groups that could be purchased as snacks. Use on a bulletin board. Use ads and shopping trips to determine costs of each food as a snack. Add this information to the bulletin board. Select good buys through discussion. (1, 2)

- Plan snacks to purchase for a class trip, a hike, after school, or after the movies. (1)

- Purchase snacks for a special occasion. (2)

- FHA experience: FHA members purchase snacks to take when chapter members are in charge of the story hour for children at the local library. (1, 2)

Suggested Measurement of Student Progress:

- List and justify snack foods appropriate for each of several situations. (1, 2)

- For a specific occasion of your choice select snacks that are nutritious and economical. (2)

Some Related Modules:

Party Perfect Foods
Putting the Basic Food Groups To Work

Module: RIGHT-NOW PICNICS

Behavioral Outcomes:

1. Plans picnics of easy-to-assemble foods that require little preparation.
2. Lists and assembles appropriate items for transporting and serving picnic foods.
3. Selects, prepares, and serves nutritious picnic foods.

Suggested Learning Experiences:

- Collect and group pictures of a variety of nutritious foods (from each of the basic food groups) that are appropriate for picnics. Use to construct a bulletin board display. (1)
- Determine and list the things to consider for any picnic, i.e. food preferences, money, time, location for picnic, skills, transporting of food. (2)
- Locate illustrations of picnic equipment and decide if and when each would be needed. (2)
- Plan a playground picnic for the class, and outline procedures to execute plans. (1, 2)
- Assume individual job responsiblities and carry out plans. (3)
- FHA Experience: plan a quick picnic for the family using what you have learned. Help in the preparation and service of the menu. Report results to the teacher; and to classmates, if desired. (1, 2, 3)

Measurement of Student Progress:

- Make and use a checklist that includes all aspects for the total experience in a spur-of-the-moment picnic. (1, 2, 3)
- Plan a picnic using easy to assemble foods. (1, 2, 3)

Some Related Modules:

Snack Shopper
Fun Trips for the Whole Family
Putting the Basic Food Groups To Work

FOOD AND NUTRITION

CAREER
Level 1: 4 hours

Module: WORKING WITH FOODS IS FUN

Behavioral Outcomes:

1. Identify jobs where knowledge and skills of food and nutrition are basic background for the workers.

2. Identify requirements and skills needed of workers in various food-related jobs.

Suggested Learning Experiences:

- Develop posters, charts, reference book lists about individual food jobs. (1, 2)

- Visit local institutions where food or nutrition workers can be seen in three difference kinds of jobs. Identify job characteristics and worker characteristics. (2, 1)

- Interview people in the community who have various jobs related to food and nutrition; use questionnaire developed by the class and tape the interview for replay and study. (2)

- Each student acts out a "What's My Line" charade selected from a bag containing food and nutrition related job descriptions, and "stage" properties. Others in class identify jobs portrayed. (1, 2)

- FHA Experience: each FHA member shadows a person on-the-job in the foods industry and reports findings to class. (2)

Suggested Measurement of Progress:

- Play "What's My Line" game. (1, 2)

- Game: Given a personal characteristic, identify a food-related job where this characteristic would be important. (2)

- Game: Reverse game above. Given job characteristic, match job need with personal qualification or skill needed by the worker. (2)

Some Related Modules:

Career Chatter
Kitchen Safety
Putting the Basic Food Groups To Work
Catch the Good Grooming Habit

FOOD AND NUTRITION

HEALTH AND SAFETY
Level 1: 7 hours

Module: PERK UP A BREAKFAST

Behavioral Outcomes:

1. Relates the importance of breakfast to a balanced diet.
2. Plans and prepares appealing breakfasts in school and at home.

Suggested Learning Experiences:

- See a filmstrip showing the relationship of a nutritious breakfast to a balanced diet. Discuss the advantages of having a good breakfast. Collect pictures and build a bulletin board with a perculator bubbling over with appealing breakfast foods. (1)
- Plan and prepare several breakfasts in class incorporating at least three of the basic food groups. Some suggested foods: fruit sundae, cinnamon toast, cereals with fruit topping, ice cream, french toast with fruit syrup, cocoa, scrambled eggs with bacon, or cheese, surprise muffins or coffee cake, hamburg deluxes, banana split, fruit punch. (2)
- Plan and prepare a nutritious and appealing breakfast at home. Report to class on problems and successes. (2)
- FHA experience: invite parents to breakfast at a special chapter meeting. (2)

Suggested Measurement of Student Progress:

- List five ways - to perk up your breakfast. (1)
- Prepare a guide sheet - to measure the appeal and nutritious qualities of a breakfast. (2)

Some Related Modules:

Putting the Basic Food Groups To Work
Sparkling China, Gleaming Crystal, Shining Pots
Party Perfect Foods
Snack Shopper

Module: PUTTING THE BASIC FOOD GROUPS TO WORK

Behavioral Outcomes:

1. Considers the basic food groups in selecting food.
2. Selects meals and snacks that will help meet nutritional requirements.

Suggested Learning Experiences:

- Play a game where small groups select a breakfast, a lunch, and dinner menu card. Groups score their selections by giving one point for each recommended serving from a basic food group, for a maximum of 14 points. The groups must add and delete foods until they attain a perfect score. Each group reports to the class the menu started with and improvements they made. (1, 2)
- Keep a record of foods eaten for several days. Score and suggest ways that daily requirements could have been met. Keep new record and check for improvements. (1)
- Discuss snacks that are nutritious and enjoyable. (2)
- Prepare simple, nutritious snacks that could be served at home. Some suggested foods: milk shakes or drinks, fruit drinks, raw vegetable trays, fruit kabobs, cored apples stuffed with cheese, celery filled with peanut butter or cream cheese, banana split spread with peanut butter. (2)
- FHA Experience: volunteer to help the primary grade students prepare at basic food group mobiles. (1, 2)

Suggested Measurement of Student Progress:

- Matching Test - match each of a list of foods with basic food groups. (1)
- Add to or take from game: alter several 1-day menus to make each more nutritionally adequate. (1, 2)

Some Related Modules:

Party Perfect Foods
Perk Up a Breakfast
Snack Shopper

Module: KITCHEN SAFETY

Behavioral Outcomes:

1. Identifies hazards in the kitchen.

2. Uses safe procedures in the kitchen.

Suggested Learning Experiences:

- Discuss hazards in the kitchen. Have students role play dangerous situations. Develop a bulletin board around a "Danger Ahead" sign. (1)

- Apply safety principles while preparing foods involving the use of knives and other kitchen tools. Store electrical appliances. Use score sheets to rate practices observed. (2)

- Use score sheet at home to check procedures involving safety principles observed. (1, 2)

- FHA experience: chapter members use score sheet to check school lunchroom kitchen. Report findings to class. (1)

Suggested Measurement of Student Progress:

- Using two pictures of kitchens, students identify potential hazards in each. (1)

- Practical Test - Given mock food preparation situation, demonstrate safe procedures to follow. (2)

Some Related Modules:

Party Perfect Foods
Sparkling China, Gleaming Crystal, Shining Pots
Tasting Food From Other Cultures
Perk Up a Breakfast
Putting the Basic Food Groups To Work

Module: EATING OUT

Behavioral Outcomes:

1. Identifies types of eating places and appropriate occasions for selecting each.
2. Weighs alternatives with the group when selecting a restaurant for a special occasion.
3. Assumes responsibility for being ready at an appointed time.
4. Contributes to friendly atmosphere through courtesy to waiter or waitress and conversational interchange with companions.
5. Uses acceptable table manners.

Suggested Learning Experiences:

- Research textbooks, magazines, and other publications for information and illustrations pertaining to acceptable practices when eating out. Prepare checklist to use for guidance. (1, 2, 3, 4, 5)
- Survey community for eating establishments; determine type of fare and expectations of customers patronizing each establishment. (2)
- Discuss types of situations or occasions when each type of establishment would represent an appropriate choice. (1, 2)
- Simulate restaurant setting in the classroom and role play appropriate procedures using checklist guidelines. (4, 5)
- FHA Experience: plan and carry out a field trip to include eating out. (1, 2, 3, 4, 5)

Suggested Measurement of Student Progress:

- Half of class role plays a restaurant situation while the other half observes and evaluates proper or improper behavior and manners according to checklist. (1, 4, 5)
- Choose a special pretend occasion and decide where to go, what procedures are required, and what contribution each member will make to the success of the occasion. (1, 2, 3, 4, 5)

Some Related Modules:

Fun Trips for the Whole Family
Making and Keeping Friends
Working With Food Is Fun

Module: RUNNING THE SEWING MACHINE

Behavioral Outcomes:

1. Identifies the parts of the sewing machine and their functions.
2. Prepares the machine for use and stores it properly.
3. Operates the sewing machine to make a simple accessory.

Suggested Learning Experiences:

- Read the instruction booklet or see a filmstrip and complete a worksheet on the parts of a sewing machine. Discuss the parts and functions of each. (1)
- Demonstrate preparation, threading, running, and storing of a sewing machine, both cabinet and portable. Practice all procedures. (2)
- Make a simple project with straight seams and right-angle corners. Suitable projects include: square potholder, tote bag, pillowcase, drawstring bag, place mat, and square pillow. (3)
- FHA experience: Members take responsibility for general care and maintenance of classroom machines and those at home. (2)

Suggested Measurement of Student Progress:

- Worksheet - Identify parts of a machine and explain the functio. of each part. (1)
- Practical Test - Thread a machine, sew a straight seam, and pivot on a corner. Satisfactory completion obtains an operator's license. (2)
- Score Sheet - Student and teacher score the completed project. (3)

Some Related Modules:

Tools for Home Sewing
Making and Wrapping Gifts
Catch the Good Grooming Habit
Extending Family Resources
Emergency Care of Clothing

Module: TOOLS FOR HOME SEWING

Behavioral Outcomes:

1. Identifies tools for measuring, cutting, marking, and hand sewing.

2. Selects tools that are durable and functional for measuring, cutting, marking, and hand sewing.

Suggested Learning Experiences:

- Display a variety of sewing tools. Students complete a worksheet on the names and uses of each. (1)

- Play a game where students are required to quickly name and identify functions of sewing tools. (1)

- Manipulate sewing tools to become familiar with the way they work. Discuss what is expected of each and factors to look for when selecting them. Make simple useful articles, which will utilize each tool and assist in assessment. (2)

- FHA experience: Members compile and display information to guide purchase of good sewing tools, then elicit cooperation of a local store to place it in the notion department. (2)

Suggested Measurement of Student Progress:

- Identification Test - Identify sewing tools by name and use. (1)

- Completion Test - Given a sewing tool, the student explains factors to consider when purchasing such a tool. (2)

Some Related Modules:

Running the Sewing Machine
Emergency Care of Clothing

Module: MAKING AND WRAPPING GIFTS

Behavioral Outcomes:

1. Creates gifts appropriate for designated recipients.
2. Wraps gifts attractively.

Suggested Learning Experiences:

- Display sample projects and pictures of projects related to clothing or grooming that could be made. Such items might include hats, tote bags, shoe bags, scarves, or knitted products made with oversize needles. Discuss the type of person each gift could be given to. Plan, complete, and display own projects. (1)
- Collect pictures of attractively wrapped packages and develop a "Packages with Personality" bulletin board. Research interesting ways to wrap presents. Wrap packages and have a contest judged by people from outside the department. (2)
- FHA Experience: at a chapter meeting class members demonstrate how to wrap packages various attractive ways. (3, 4)

Suggested Measurement of Student Progress:

- Student explains why the gift made will be appropriate for the person to whom it is being given. (1)
- Practical Test - Rate a wrapped package on neatness, originality, and suitability for an occasion. (2)

Some Related Modules:

Running the Sewing Machine
Crafts From Nature

Module: GOBS OF JOBS CREATE CLOTHES

Behavioral Outcomes:

1. Identifies several jobs in clothing manufacturing and determines the types of skills needed by employees for each job.

Suggested Learning Experiences:

- Select one or two companies to contact for information regarding types of jobs connected with their production of goods; or, view films which show manufacturing of fibers, fabrics, and clothing. (1)
- Work in pairs to locate library resources dealing with clothing manufacturing. (1)
- Tour local clothing manufacturing plant or invite employee(s) to classroom to describe variety of jobs and job requirements. (1)
- Identify hobbies which could lead to employment in the clothing manufacturing industry. (1)
- Contrast clothing manufacturing processes of today with those of colonial times. Make bulletin board or display for showcase. (1)
- FHA Experience: FHA members arrange a program with possible resource person, i.e. Singer instructor to present steps included in the construction of one or more outer garments for their age group. (1)

Suggested Measurement of Student Progress:

- Analyze or determine probable jobs and list skills which entered into the production of a specific garment. (1)

Some Related Modules:

Career Chatter
Are Your Clothes Safe?

CLOTHING AND TEXTILES

HEALTH AND SAFETY
Level 1: 4 hours

Module: CATCH THE GOOD GROOMING HABIT

Behavioral Outcomes:

1. Describes the positive and negative influences a person's physical appearance has on himself and others.
2. Identifies steps in acquiring the characteristics of a neat, clean, healthy appearance.
3. Applies steps needed to acquire a nice appearance.

Suggested Learning Experiences:

- Discuss how an individual's appearance can influence one's attitude which, in turn, affects both appearance and actions. Discuss possible effects on associates. Collect pictures of young people and react to their appearance. (1)
- Role play effects of various kinds of accessories. (1)
- Sharing of good grooming secrets by well-groomed older students. Prepare a bulletin board showing well-groomed youth. (2)
- Employ a rating sheet to pinpoint personal strengths and weaknesses in grooming habits. Select one or two grooming habits to work on at home for a week, then report progress. (3)
- Cosmetology students demonstrate hair care procedures of appropriate styles for age group. (2)
- FHA experience: develop a chapter or class project on best feature promotion. All areas of grooming can be used as categories. (3)

Suggested Measurement of Student Progress:

- From viewing a picture the student describes probable influences a person's appearance has on self and others. (1)
- List - "Characteristics of a well-groomed healthy appearance." (2)
- Score Sheet - Score progress made in improving grooming habits during the home experience. (3)

Some Related Modules:

Emergency Care of Clothing
Putting the Basic Food Groups To Work
Organizing Personal Possessions at Home
"I Am Me"
Running the Sewing Machine
Snack Shopper
Making and Keeping Friends

Module: ARE YOUR CLOTHES SAFE?

Behavioral Outcomes:

1. Identifies potential dangers in some clothing and fabrics.

2. Describes ways of avoiding unsafe clothing and fabrics.

Suggested Learning Experiences:

- Collect newspaper and magazine clippings of injuries resulting from unsafe clothing. Prepare a bulletin board entitled, "Are Your Clothes Safe?" Discuss dangers in specific types of clothing. (1)

- Demonstrate fire hazards using selected fabric swatches. Study and discuss laws regarding flamability of clothing. List ways of avoiding unsafe clothing such as looking for fire safety labels and considering other dangers presented by loose clothing. (2)

- Prepare a news article or a letter to parents on potential dangers in clothing and ways to avoid them. Distribute to class. (2)

- FHA Experience: chapter prepares and presents a program on safe clothing to PTA and other adult groups. (2)

Suggested Measurement of Student Progress:

- Essay - Describe dangers sometimes found in clothing. (1)

- Problem - Given pictures, labels, and information on clothing, the student is to tell whether it is safe or to be avoided and the reasons for his decision. (2)

Some Related Modules:

Fire Safety
Kitchen Safety
Treating Minor Injuries

Module: SHARING IN THE CARE OF CLOTHING

Behavioral Outcomes:

1. Identifies the correct procedures in dealing with care and repair of clothing.

2. Uses appropriate measures in helping with care and repair of clothing for self and other family members.

Suggested Learning Experiences:

- Discuss kinds of care needed for clothing such as replacing buttons, hemming, mending or patching, spot removing, hand washing, pressing, and storing. (1)

- Play a game to earn points by identifying solutions to clothing problems as presented by classmates. (1)

- Participate in class session on care and repair of clothing which has been brought from home. (2)

- FHA Experience: FHA members bring in expendable children's clothing that needs minor repair and/or cleaning. Fix up clothing and distribute to a children's home, low income families, and/or social agency. (2)

Suggested Measurement of Student Progress:

- Performance test - Given a washable garment with a missing button, loose hem, or a spot, the student demonstrates ability to correct the problem. (1)

- Rating scale - Teacher and student rate the student's class project. (2)

Some Related Modules:

Running the Sewing Machine
Catch the Good Grooming Habit
Your Family Needs You
Tools for Home Sewing

LEVEL II

SCOPE OF LEARNINGS FOR HOMEMAKING-FAMILY LIVING — LEARNING OUTCOMES

SUBJECT AREA	CONTENT EMPHASES		
	MANAGEMENT	**BUYMANSHIP**	**LEISURE**
Human Development	• Apply knowledge and skills to help create an environment which provides children with feelings of adequacy and well-being. • Seek ways to achieve short, intermediate, and long-term goals for group living.	• Identify sources and ways money is used by teenagers. • Develop goals for spending.	• Improve abilities to work and play with others. • Recognize a child's contribution to the family. • Recognize importance of family customs. • Recognize satisfaction from family interactions with community.
Housing, Furnishings, and Equipment	• Use management principles in operating cleaning equipment. • Understand relationships of space, equipment, and furnishings to the well-being of family members. • Recognize ways teenagers can assist in improving and maintaining the home.	• Develop basic criteria for the purchase of household equipment, furnishings, and supplies.	• Explore craft ideas and make an item that can be utilized and enjoyed in the home.
Food and Nutrition	• Apply management principles in planning meals. • Follow management principles in preparing and serving meals. • Know procedures for storing foods and for leaving the kitchen in order.	• Learn good buymanship practices for food selection.	• Use food as a medium for entertaining and leisure time activities.
Clothing and Textiles	• Select suitable patterns and fabrics. • Use sewing tools that promote proficiency in sewing. • Develop efficient sewing work habits. • Apply appropriate construction processes. • Use appropriate practices for care of clothing.	• Use information on labels and tags to guide choices. • Develop criteria for selection of ready-to-wear clothes and home sewing materials. • Consider ways teenagers finance clothing purchases. • Understand and apply shopping etiquette.	• Develop ability in making clothes more personal. • Develop leisure activities through creative sewing and handicrafts.

CONTENT EMPHASES			SUBJECT AREA
CAREER	**HEALTH AND SAFETY**	**RELATIONSHIPS**	
• Recognize career opportunities in working with children. • Become aware of jobs that relate to individuals, families, and communities. • Develop tentative short, intermediate, and long-term career goals.	• Recognize growth and behavior characteristics of 2–6 year olds. • Learn methods of maintaining a healthful climate for 2–6 year olds. • Understand effect of heredity and environment on development. • Gain insight into health services available to teenagers.	• Evaluate own behavior in relation to responsibilities of growing up. • Is aware of ways youth and parents or guardians are interdependent. • Recognize family differences and adjustments due to composition and heritage. • Relate appropriately with young children. • Utilize good child care principles with children.	**Human Development**
• Recognize opportunities for careers related to housing, furnishings, and equipment.	• Learn ecologically sound practices to be used in the home. • Develop safety procedures in the use and storage of household equipment and cleaning supplies. • Recognize safety hazards in the home and community for children 2–6.	• Understand how adequate housing and housekeeping standards affect family well-being. • Recognize how family values, standards are expressed through the selection of housing and furnishings.	**Housing, Furnishings, and Equipment**
• Recognize the range of job opportunities in food nutrition. • Become acquainted with skills needed and job requirements for various food-related occupations.	• Understand how physical growth is influenced by nutrition. • Know the nutrients needed for health. • Use food groups and menu guidelines for planning diets. • Apply safe and sanitary procedures in food preparation, service, and in storage of food and equipment.	• Develop skills to assist with preparing foods to meet basic needs of family members. • Realize the importance of helping children develop nutritionally sound food habits. • Use learnings about nutritional needs when assisting with meals for the family.	**Food and Nutrition**
• Identify the variety of job possibilities and requirements in the fields of clothing and textiles.	• Understand how grooming and clothing affect the teenager. • Know beauty practices contributing to good grooming. • Develop safety precautions in the selection and use of beauty appliances. • Recognize differences in beauty aid products, including effects on body and skin.	• See the interrelationship of personal grooming habits and peer acceptance. • Cooperate with family members in assisting with care of clothes and household linens.	**Clothing and Textiles**

The chart on these pages is the curriculum framework on which titles of the original modules for Level II have been placed according to subject area and content emphasis. The framework is designed as a working instrument. Space is provided for titles of modules planned locally or distributed in the future by the State Education Department.

SUBJECT AREA	CONTENT EMPHASES		
	MANAGEMENT	BUYMANSHIP	LEISURE
Human Development	. Time for Everything	. Personal Values Affecting Teenage Spending	. Pride in Family Traditions and Customs
Housing, Furnishings, and Equipment	. Operating Household Cleaning Equipment	. Selecting Accessories for Your Room	. Decorative Handwork
Food and Nutrition	. Plain and Fancy Table Settings	. Analyzing Food Labels . Convenience Style Baked Foods . Being an Informed Grocery Shopper	. Creative Cookies
Clothing and Textiles	. Instant Sewing for Self . Measuring for the Correct Pattern Size . Size Up Your Style	. Fabric Selection for Ready-To-Wear and Home Sewing . Using Information on Clothing Labels	. Making Your Clothes More Personal

It is suggested that this chart also be used as a record. A check mark beside the title being used in instruction will assist in determining progress toward inclusion of each subject area focus and content emphasis for any specific course.

CONTENT EMPHASES			
CAREER	HEALTH AND SAFETY	RELATIONSHIPS	SUBJECT AREA
. Jobs That Deal With People	. Child's Play Is Learning . Keeping Children Safe	. Dear H.O.P.E. (Help on Problem Events)	Human Development
. Careers in Housing, Furnishings, and Equipment	. Kitchen Ecology . A Safe Trip Through the Home	. Say It With Flowers	Housing, Furnishings, and Equipment
. Looking Into the Future in Foods Occupations	. Special Diets . How Foods Work for You . Cooking Outdoors	. Entertaining at Home	Food and Nutrition
. Fitting Your Interest in Clothing and Textiles To a Job	. Face Facts . Appliances for Beauty	. To See Ourselves as Others See Us	Clothing and Textiles

Module: TIME FOR EVERYTHING

Behavioral Outcomes:

1. Develops a helpful plan for more efficient use of time in relation to individual goals.
2. Utilizes developed plan to achieve immediate and long-term goals.
3. Examines various careers for ways time functions in meeting job responsibilities.

Suggested Learning Experiences:

- Chart present use of time such as study hall time or that from arrival home until dinner. Discuss similar time spent by several students. (1)
- List activities that must be carried out such as chores, school, homework, eating, and sleeping; and those that it would be nice to have time for, such as clubs, hobbies, television, or fun with friends. Develop time plans for least productive times and try them out. Report on ways that the plans are helpful and ways that they do not work. Change plans to suit needs. (1, 2)
- Invite resource person such as the cafeteria manager, secretary, mother, custodian, or workshop foreman to explain to class the ways time can work for you. (1)
- Visit a business firm or agency that provides services such as food in cafeterias or housekeeping in hotels or motels, to observe techniques used for saving time and energy. (3)
- FHA Experience: Each FHA member keeps an activity sheet on how much "time" she/he has given to FHA and how that time was used. (1, 2)

Suggested Measurement of Student Progress:

- Case Study - Management of time by an imaginary student. Have students describe the ways time was used inefficiently. (1)
- Problem - Given four tasks to perform within a given time, student makes plans as to when segments of each would be done to achieve goals. (2)

Some Related Modules:

Instant Sewing for Self
Entertaining at Home
Creative Cookies
Making Your Clothes More Personal

Module: PERSONAL VALUES AFFECTING TEENAGE SPENDING

Behavioral Outcomes:

1. Identifies sources of income available to teenagers.
2. Analyzes how personal values influence spending.
3. Examines patterns of planned vs. impulse spending actions.

Suggested Learning Experiences:

- Buzz session on how class members or their acquaintances obtain spending money. List additional ways to earn money. (1)
- Complete sentences such as "If I had 24 hours to live," "If I had a million dollars I would." Discuss and classify responses to show values such as beauty, sense of belonging, self-esteem, honesty, health, or family well-being. (2)
- Write dialogues that evidence conflicts of values such as "Shall I save money for a bicycle or have fun at the movies, snack bar, etc; buy a sensible winter coat or a stylish but impractical coat?" Act out dialogues for each point of view. (2)
- Analyze how values are formed, how to recognize influences which determine values, and ways values can be changed. (2)
- Name three recent purchases and classify as either planned or impulse purchases. List under needs or desires the factors which influenced each purchase. (2, 3)
- FHA Experience: Chapter has program on spending allowances, researching why members use their money as they do. Examine ways to make and to use money for the Chapter. (1, 2, 3)

Suggested Measurement of Student Progress:

- Students complete this statement - "If I were principal of my school...," then explain the values expressed. (1)
- Problem - "If you were given $25.00 to use as you wish, how would you use it?" "What values influenced your choice(s)?" (2)
- Case Study - A teenager on a shopping tour. Explain whether you think each purchase was planned, or an impulse. (3)

Some Related Modules:

Being an Informed Grocery Shopper
Selecting Accessories for Your Home
Analyzing Food Labels
Convenience Style Baked Foods

Module: PRIDE IN FAMILY TRADITIONS AND CUSTOMS

Behavioral Outcomes:

1. Describes traditions and customs of different cultures.
2. Shares with classmates experiences related to own family traditions and customs or those of others they know.

Suggested Learning Experiences:

- View a movie that shows a family following its customs or traditions (could be home movies). Discuss how they were depicted. Research other typical family traditions and customs in addition to those in families of the class members. Ways of celebrating a holiday or birthday, meal patterns, and home furnishings could be included. Identify ways that family life and personal values can be influenced by customs or traditions. (1, 2)
- Role play situations which show family traditions and customs and discuss how they originated. (2)
- Exhibit and tell about special foods, clothing, or other items brought to class to explain traditions and customs. (2)
- Discuss ways family members and others cooperate to preserve customs and traditions. (2)
- FHA Experience: Chapter members present a "Holiday Around the World" program related to traditions or religions of other cultures showing the part holidays play in the heritage of a country. Invite parents, grandparents, and senior citizens to participate and/or demonstrate traditions and customs. (1)

Suggested Measurement of Student Progress:

- Descriptive Report - Given a list of customs and traditions that have been studied, describe how they relate to nationality, subculture within a nation, religion, specific family, or heritage group. (1, 2)

Some Related Modules:

Entertaining at Home
Selecting Accessories for Your Room
Personal Values Affecting Teenage Spending

Module: JOBS THAT DEAL WITH PEOPLE

Behavioral Outcomes:

1. Identifies home economics related jobs that deal with people.

2. Examines a job of special interest in a home economics related occupation dealing with people, delineating responsibilities, education, and skills required.

Suggested Learning Experiences:

- See filmstrip or read and discuss home economics related jobs that deal with people. (1)

- Invite persons employed in such jobs as child care, social service, public relations, geriatrics, rehabilitation of the handicapped, home economics education, cooperative extension, or consumer services to discuss their jobs in relation to background required and specific duties. (1)

- Take a field trip where people are working with other people such as a rehabilitation center or geriatric home to see how each job fits into the total picture. (1)

- Small groups research specific jobs using guidance materials, library material and interviews as to education needed, desirable personal qualities, specific duties, working conditions, special requirements, and pay. Report findings. (2)

- FHA experiences: Initiate a chapter project establishing an ongoing home economics career file available to all students in the school library. (1)

Suggested Measurement of Student Progress:

- Matching Test - Match job titles and job descriptions. (1)

- Rate research projects. (2)

Some Related Modules:

Looking Into the Future in Foods Occupations
Careers in Housing, Furnishings, and Equipment
Fitting Your Interest in Clothing and Textiles to a Job

Module: CHILD'S PLAY IS LEARNING

Behavioral Outcomes:

1. Identifies ways in which children learn by playing.
2. Plans activities which can help a child learn through play.

Suggested Learning Experiences:

- Read about and discuss ways in which children learn through play. Develop an observation sheet and observe children at play on playgrounds, at home, in church, school or other places. Discuss ways learning was evident. (1)
- Make simple toys that provide a learning experience for motor development, learning of roles, or exploration of environment. Invite children to class to play with these toys, other toys, large equipment, and dress-up clothes. Observe and discuss ways learning was evidenced. (2)
- FHA experience: members volunteer to serve as classroom aides in elementary gym classes. (2)

Suggested Measurement of Student Progress:

- Essay - "Child's Play is Learning." Students describe in some detail three ways in which children learn through play. (1)
- Problem - Given a learning goal such as finer motor development, learning of roles, or exploration of environment, students explain how three toys they choose can help reach the goal. (2)

Some Related Modules:

Keeping Children Safe
Jobs That Deal With People
A Safe Trip Through the Home

Module: KEEPING CHILDREN SAFE

Behavioral Outcomes:

1. Identifies situations which might be hazardous for a child.
2. Applies principles of safe child care.
3. Translates safety procedures so that children can understand them.

Suggested Learning Experiences:

- Read and discuss situations which might produce bumps, cuts, falls, poisoning, or suffocation for children. Explore the classroom and list hazards which exist there. Determine ways to eliminate or alleviate them. (1)
- Develop an observation sheet to use when observing children at play in the neighborhood. Include hazards to look for when watching children play. Report observations. (1)
- Invite small children to the classroom to play. Students apply principles of safety as they guide children in play. (2)
- Plan activities which will help children learn to safely cross a street, ride in a bus, or use play equipment. (3)
- Visit a nursery or kindergarten class to observe the teaching of safety procedures. (3)
- FHA Experience: Plan and carry out project in cooperation with local agencies to improve safety or community play areas. (2)

Suggested Measurement of Student Progress:

- List activities in which a child may be involved. Student describes possible hazards related to each. (1)
- Multiple Choice Test - Given potentially hazardous child care situations, students select the safest solutions. (2)
- Problem - Given a topic such as "Safety On The Stairs," students will suggest ways to teach this to small children. (3)

Some Related Modules:

A Safe Trip Through the Home
Child's Play Is Learning
Jobs That Deal With People

Module: DEAR H.O.P.E. (HELP ON PROBLEM EVENTS)

Behavioral Outcomes:

1. Identifies personal problems typical of teens.
2. Applies problem solving techniques to personal problems of self and others.

Suggested Learning Experiences:

- Compile a list of problems typical of teens such as sibling rivalry, sharing of family possessions, unfair treatment, coping with the increased responsibility of maturity, or with peer relationships. Read about and discuss problems which were listed. (1)
- Write letters to "Dear Hope," describing problems. Discuss possible solutions to a few typical ones and list in one column of a chart. Discuss results of each solution and record in another column. Decide which are the most logical solutions. (2)
- Invite a panel of people such as guidance counselor, religious leader, parent, older teen, and doctor to discuss solutions and outcomes to "Dear Hope" letters. (2)
- Role play possible problem solutions. (2)
- FHA Experience: Individual establishes goals relating to a personal concern such as speaking to others and follows through with activities in a personal growth encounter. (2)

Suggested Measurement of Student Progress:

- Report - Identify problems teenagers have with the increasing responsibilities of maturity. (1)
- Problem - Provide a "Dear Hope" letter. Have students write possible solutions, then give reasons supporting selection of one particular solution. (2)

Some Related Modules:

Face Facts
Personal Values Affecting Teenage Spending
Appliances for Beauty

Module: OPERATING HOUSEHOLD CLEANING EQUIPMENT

Behavioral Outcomes:

1. Uses owners manuals to learn how to operate household cleaning equipment.
2. Uses household cleaning equipment properly.

Suggested Learning Experiences:

- Collect and study instruction booklets for various cleaning equipment such as vacuum cleaners, floor polishers, waxers, electric brooms, dishwashers, washing machines and dryers, rug shampooers, and automobile vacuums. (1)
- Compile a list of general information needed before any cleaning equipment can be properly operated. (1)
- Report to class and demonstrate proper use of several types of equipment. Include safety considerations on their care and storage. (1, 2)
- Take a field trip to a store selling a variety of household cleaning equipment. See demonstrations for getting the most out of cleaning equipment. Discuss information that consumers should be more aware of. (2)
- Practice with cleaning equipment in class and at home. Report best uses and procedures and any problems encountered. (2)
- FHA Experience: Pairs of members offer to help, free of charge, some older person, mother of small children, or invalid with household tasks. (2)

Suggested Measurement of Student Progress:

- Student demonstrates ability to read instructions in an owners manual and relate each instruction to that companion part of the equipment, explaining each step to classmates. Demonstrate operation of the equipment. (1, 2)

Some Related Modules:

Careers in Housing, Furnishings, and Equipment
Appliances for Beauty
Selecting Accessories for Your Room

Module: SELECTING ACCESSORIES FOR YOUR ROOM

Behavioral Outcomes:

1. Describes factors to consider when selecting accessories for own room.

2. Selects accessories for own room.

Suggested Learning Experiences:

- Use magazines, books, and catalogs to obtain ideas for accessories for own room. Develop a bulletin board. (1)

- Research factors to consider such as cost, quality, color schemes, and durability in relation to use when purchasing room accessories such as lamps, scatter rugs, spreads, drapes, trivets, or pictures. Report findings to class. (1)

- Visit a department store to see room accessories and to learn more about getting a good buy. (1)

- Make posters entitled "My Dream Room." Include several accessories that have been selected with information on cost, materials used, durability in relation to use and color scheme. Explain to class. (2)

- FHA Experience: FHA members develop individual projects as they relate to their plan of action for "Personal Growth Through FHA Encounter." (2)

Suggested Measurement of Student Progress:

- Problem - The student selects a given room accessory such as lamp, scatter rug, or picture. Make a list of what will need to be considered before purchasing this item. (1)

- Rate "My Dream Room" projects. (2)

Some Related Modules:

Careers in Housing, Furnishings, and Equipment
Personal Values Affecting Teenage Spending
Selecting Fabrics for Ready-To-Wear and Home Sewing

Module: DECORATIVE HANDWORK

Behavioral Outcomes:

1. Identifies decorative accessories that can be made for the home.
2. Creates decorative accessories for the home.

Suggested Learning Experiences:

- Collect ideas of accessories that can be made for the home. (1)
- Discuss projects that might be carried out such as batik, macrame, wall hangings, placemats, candle sticks, centerpieces, holiday decorations, patchwork, or embroidery. (1)
- Carry out individual projects and display them. (2)
- FHA Experience: Interested FHA members continue to develop skill as a leisure activity and part of Encounter Growth projects. (2)

Suggested Measurement of Student Progress:

- Demonstration of steps in carrying out projects. (1)
- Scoring of projects using a rating scale agreed upon by teacher and students. (2)

Some Related Modules:

Making Your Clothes More Personal
Selecting Accessories for Your Room

Module: CAREERS IN HOUSING, FURNISHINGS, AND EQUIPMENT

Behavioral Outcomes:

1. Identifies jobs available in housing, furnishings, and equipment occupations.

2. Examines a job of special interest in an occupation in housing, furnishings, and equipment.

Suggested Learning Experiences:

. See filmstrip or read about and discuss jobs available in housing, furnishings, and equipment occupations. (1)

. Invite people employed in housing, furnishings, and equipment occupations such as interior decorator, upholsterer, furniture salesman, appliance salesman, a kitchen remodeler, slipcover maker, and painter to discuss their jobs in relation to background required and specific duties involved. (1)

. Take a field trip to a decorator's shop where many people are employed to see the role each plays in a total decoration job. (1)

. Research a specific job by using guidance materials, library material, and interviews. Report to the class on education needed, specific duties, working conditions, special requirements, and pay. (2)

. FHA experience: develop a bulletin board display of careers in housing, furnishings, and equipment using as a focus FHA's publication - Home Economics Jobs/Careers Computer. (1)

Suggested Measurement of Student Progress:

. Matching Test - Match job titles and job descriptions. (1)

. Rate research projects. (2)

Some Related Modules:

Looking Into the Future in Foods Occupations
Fitting Your Interest in Clothing and Textiles to a Job
Jobs That Deal With People

Module: KITCHEN ECOLOGY

Behavioral Outcomes:

1. Reduces noise pollution in the kitchen.
2. Uses procedures that minimize air pollution in the kitchen.
3. Practices recommended procedures for cutting down on trash.

Suggested Learning Experiences:

- Develop a simple guide and interview various people about kitchen practices that affect ecology. Investigate practices that contribute to noise and air pollution in the class kitchen, cafeteria, home kitchen, and commercial diner. Give reports from investigation, then develop a long range plan for kitchen ecology in the home economics laboratory and home kitchen. (1, 2, 3)
- Invite a community official to explain community government involvement in collection and recycling processes of paper, bottles, and cans. If there is no community action related to this, contact the governing body to urge such action. (3)
- Take field trip to see practices used for reducing trash, for sorting, and for recycling. (3)
- Cook strong odored food such as fish, onions, cabbage, and experiment with ways to minimize or correct air pollution. (2)
- Create useful articles from throw-away items, and exhibit with explanations of uses. (3)
- FHA Experience: Develop a brochure on how to diminish kitchen-connected pollution. Send to radio and television stations, and display on posters in stores. (1, 2, 3)

Suggested Measurement of Student Progress:

- Problem - Given a variety of kitchen situations, describe how to reduce air, noise, and trash pollution. (1, 2, 3)

Some Related Modules:

Plain and Fancy Table Settings
Looking Into the Future in Food Occupations
Cooking Outdoors

Module: A SAFE TRIP THROUGH THE HOME

Behavioral Outcomes:

1. Identifies features which interfere with safe movement within the home.
2. Plans improvements for safer movement in the home.

Suggested Learning Experiences:

- Research ways to provide safe movement within the home. (1)
- Locate pictures or make sketches of potential household accidents contributed to by inadequate lighting, hazardous furniture arrangements, unmarked glass doors, dangerous floors or rugs, and unsafe stairs. Describe each potential hazard or accident to classmates. Develop a bulletin board with the pictures and sketches. (1)
- Draw house plans showing furniture arrangement, lighting, and traffic patterns. Identify hazards for movement. Rearrange to show improvements. (1, 2)
- Invite a resource person from the utility company to discuss safe lighting for the home. (2)
- FHA Experience: FHA members conduct school survey for safety hazards. Report findings to student council. (1)

Suggested Measurement of Student Progress:

- Given a series of pictures of pairs of similar rooms, one of each pair safer for movement than the other, select the safer and state why. (1, 2)
- Do a report on living quarters including plans for safer movement in the home and ways to eliminate and/or reduce hazardous conditions. (2)

Some Related Modules:

Selecting Accessories for Your Home

Module: SAY IT WITH FLOWERS

Behavioral Outcomes:

1. Identifies and chooses suitable containers and equipment appropriate for different floral arrangements.
2. Makes attractive floral arrangements for home dinner table, special occasions, or gifts.

Suggested Learning Experiences:

- View and discuss film from Cornell University entitled: "Flower Arrangements on a Budget." Collect pictures and articles about flowers, plants, and arrangements and develop a bulletin board. (1)
- Make exhibit of utensils and containers that are adaptable for floral arrangements. Include arrangement equipment such as frogs, modeling clay, wire, oasis, and shears. (1)
- Study and discuss rules for arranging flowers. Prepare a check-list for a guide. Create various floral arrangements using different numbers and kinds of flowers, plants, containers, and arrangement accessories, or prepare sketches of arrangements. (1, 2)
- FHA Experience: Members make a floral arrangement for parents meeting, administration, office, or faculty party. (2)

Suggested Measurement of Student Progress:

- Evaluate class arrangements or sketches using check list. (1, 2)

Some Related Modules:

Decorative Handwork
Selecting Accessories for Your Room
Entertaining at Home

Module: PLAIN AND FANCY TABLE SETTINGS

Behavioral Outcomes:

1. Uses a menu to determine appropriate ways of setting the table and serving various meals.
2. Creates attractive table settings.
3. Utilizes attractive and inexpensive centerpieces.
4. Develops skill and confidence in serving foods.

Suggested Learning Experiences:

- Small groups plan menus and show appropriate table settings for such occasions as a pizza party, a pajama party brunch, or Mother's Day dinner. (1)
- Make placemats from unique materials such as burlap, wallpaper, or contact paper. (2)
- Make centerpieces from natural and throw away materials, such as empty bottles, egg cartons, and various papers. (3)
- Compare various types of table and dinner ware, making place setting with each. (2)
- Rehearse service appropriate for various meals and occasions. (1, 2, 4)
- FHA Experience: Members set table and serve food for an FHA chapter dinner. (4)

Suggested Measurement of Student Progress:

- Practical Test - Set tables for specific menus and occasions and indicate placement of food. (1, 4)
- Rate table settings for attractiveness. (2)
- Contest - Have outside judges select most appropriate centerpieces considering occasion, type of tableware, menu, and ingenuity. (3)

Some Related Modules:

Kitchen Ecology
Entertaining at Home
Snacks for Children
Special Diets
Cooking Outdoors

Module: ANALYZING FOOD LABELS

Behavioral Outcomes:

1. Identifies helpful information on cans, bottles, and bags.
2. Selects appropriate foods after reading labels.

Suggested Learning Experiences:

- Collect labels from foods and research the meanings of terms. Develop a bulletin board about labels and meanings of terms on them. Discuss the relationship of each term to thoughtful shopping. (1)
- Visit a grocery store. Study information on labels of meats, vegetables, soups, or dairy products. Purchase different grades and brands of a given food. Compare in class using a score sheet which covers use, appearance, flavor, texture, and adequacy of fill, and cost per unit. (2)
- FHA experience: interview friends to determine what they know about information on food labels. Write an article for the school newspaper giving facts one should know about labeling. (1, 2)

Suggested Measurement of Student Progress:

- Oral Test - Student defines terms found on food labels. (1)
- Problem - Given criteria for the use of a specific product and given three different labels, the student explains why one label would indicate the best choice for the purpose intended. (2)

Related Module Titles:

Being an Informed Grocery Shopper
Convenience Style Baked Foods
Special Diets
How Food Works for You

Module: CONVENIENCE STYLE BAKED FOODS

Behavioral Outcomes:

1. Identifies appropriate occasions for using various types of convenience foods.
2. Compares home made baked foods with those sold in various stages of preparation.

Suggested Learning Experiences

- Discuss ways various stages of preparedness in baked goods fit different circumstances which relate to time for preparation, money available, skill of cook, availability of ingredients, and other. (1)
- Collect ads and ideas about various baked products which might be studied in class. Visit a grocery store to look for those available in different stages of preparedness. Purchase, prepare, and taste a few different ones; rate for quality of product, cost, ease of preparation, and time required. (2)
- FHA Experience: Have a tasting party of baked-type convenience foods as part of a monthly meeting. Discuss when to use each, and why. (1, 2)

Suggested Measurement of Student Progress:

- Completion Test - The student lists two occasions for using products in given stages of preparedness. (1)
- Problem - Have the student state the stage of preparedness of a baked product that he will choose for a given occasion, and explain reasons for his choice. (2)

Some Related Modules:

Being an Informed Grocery Shopper
Analyzing Food Labels
Personal Values Affecting Teenage Spending
Creative Cookies

Module: BEING AN INFORMED GROCERY SHOPPER

Behavioral Outcomes:

1. Prepares an adequate food shopping list.
2. Compares foods in various forms and selects the best for the situation.
3. Identifies types of food stores and services each provides.

Suggested Learning Experiences:

- Read about and discuss ways of preparing an adequate shopping list and the reasons for its importance. (1)
- Analyze food ads to determine information available. Make comparisons of products, prices, and types of stores advertising. Write shopping lists for proposed menus. (1, 2)
- Each student investigates a particular food, then reports to the class on various forms available and uses for each form. (2)
- Discuss factors which influence pricing and services in a store. Take a field trip or plan individual student trips to a variety of grocery stores to compare services in each and factors influencing pricing. (3)
- FHA Experience: Our Future as Homemakers - take a field trip to compare prices, packaging, and quality differences in food items. Discuss how consumers can influence the market. (2, 3)

Suggested Measurement of Student Progress:

- Problem - Have student write a market order for a given menu. Check the items already on hand and list special information to seek about foods to be purchased. (1, 2)
- Matching test - Match types of stores with a list of services provided. (3)

Some Related Modules:

Convenience Style Baked Foods
Analyzing Food Labels
Entertaining at Home
Cooking Outdoors
How Foods Work for You
Special Diets
Kitchen Ecology

Module: CREATIVE COOKIES

Behavioral Outcomes:

1. Identifies the six basic types of cookies
2. Creates varied and interesting cookies
3. Plans for adequate storage of cookies
4. Uses appropriate ways of serving cookies

Suggested Learning Experiences:

- Research for types of cookies. Put on a tasting party with varied and creative cookies. (1)
- Prepare rolled cookies and decorate them. Shape various ways. Make other cookies using cookie press. (2)
- Show adequate storage of cookies and use for class products. (3)
- Plan and carry out an entertainment, serving the cookies. (4)
- FHA Experience: chapter members make a variety of cookies for Christmas gifts or to sell. (2, 3)

Suggested Measurement of Student Progress:

- List types of cookies and give examples. (1)
- Demonstrate mixing, handling, and decorating techniques. (2)
- Show or describe adequate storage techniques for cookies. (3)
- Select appropriate way of serving cookies for two occasions. (4)
- Rate the success of preplanning, preparation of cookies, and carrying out of entertainment plans for party. (1-4)

Some Related Modules:

Party Perfect Foods
Kitchen Safety
Being an Informed Grocery Shopper
Sparkling China, Gleaming Crystal, Shining Pots
Analyzing Food Labels
Entertaining at Home

FOOD AND NUTRITION

CAREER
Level II: 4 hours

Module: LOOKING INTO THE FUTURE IN FOODS OCCUPATIONS

Behavioral Outcomes:

1. Identifies the jobs available in foods occupations.
2. Examines a job of special interest in a foods occupation.

Suggested Learning Experiences:

- See filmstrip, read, and discuss jobs available in food occupations. (1)
- Invite persons such as a dietitian, waitress, chef, cafeteria worker, and bakery shop employee to discuss their jobs in relation to qualifications required and specific duties of the jobs. (1)
- Take a field trip to a business establishment where food is prepared to see how each job fits into the total picture. (1)
- Research a specific job using guidance materials, library materials, and interviews. Report to the class on education needed, specific duties, working conditions, special requirements, and pay. (2)
- FHA experience: work on encounter project - Toward Preparation for Adulthood - in the area of foods careers. (2)

Suggested Measurement of Student Progress:

- Matching Test - Match job titles and job descriptions. (1)
- Rate research projects. (2)

Some Related Modules:

Careers in Housing, Furnishings, and Equipment
Fitting Your Interest in Clothing and Textiles To a Job
Jobs That Deal With People
Special Diets

Module: SPECIAL DIETS

Behavioral Outcomes:

1. Plans nutritious meals for specific diets such as weight gain or loss, allergies, diabetes, or low salt.

2. Prepares foods for a variety of special diets.

Suggested Learning Experiences:

- Locate fad and special diets and report to class. Relate to basic nutritive requirements. (1)

- Keep diary of food intake to determine problem areas in personal eating habits. (1)

- Discuss, plan, and prepare appealing snacks for specific diets. (2)

- Plan and prepare breakfasts, lunches, and dinners for special diets according to individual interest. (2)

- FHA Experience: chapter members plan Growth Through Encounter project by preparing and serving one weekend meal to a shut-in older person for a month; or, chapter develops its own weight control project for members. (2)

Suggested Measurement of Student Progress:

- Given a basic menu, suggest changes which will make the menu fit criteria of the special diet studied. (1)

- Given a recipe, identify problem ingredients and suggest alternatives for the diet studied. (2)

Some Related Modules:

How Food Works for You
Looking Into Future in Foods Occupations
Jobs That Deal With People
Being an Informed Grocery Shopper
Analyzing Food Labels

Module: HOW FOODS WORK FOR YOU

Behavioral Outcomes:

1. Identifies the nutrients, their uses in the body, the food sources, and diseases caused by nutritional deficiencies.

2. Plans menus using essential nutrients.

Suggested Learning Experiences:

- Research and discuss nutrients. Record information on a work-sheet to link nutrients with body uses, food sources, and diseases which result from insufficient amounts. (1)

- Write television commercials for selling nutrients and present to class. Use a check list to rate television commercials. (1)

- Play "Who Am I?" Hold up card with name of nutrient so everyone but the one who is "it" can see it. "It" must ask questions that class members can answer with "yes" or "no." A limit of questions or a scoring system can be devised. (1)

- Prepare a series of bulletin boards with pictures of major food sources of each nutrient. (1)

- Plan menus following the basic food groups and identify the major nutrients represented. (2)

- FHA Experience: Our Future as Homemakers Project – explore how nutrition affects the quality of living. Relate to own food habits. (1, 2)

Suggested Measurement of Student Progress:

- Match nutrient with disease which results when the diet lacks or is deficient in the nutrient. (1)

- Rate menus planned by students for adequacy in meeting daily nutritional needs. (2)

Some Related Modules:

Looking in the Future in Foods Occupations
Being an Informed Grocery Shopper

Module: COOKING OUTDOORS

Behavioral Outcomes:

1. Identifies safe practices needed for outdoor cooking.

2. Uses safe practices in preparing foods outdoors.

Suggested Learning Experiences:

- Read about or view a filmstrip and discuss safe practices to consider when cooking outdoors, such as locating and lighting fires, providing ventilation, controlling grease drippings, using various fuels, and handling utensils over an open flame. (1)

- Invite a resource person such as an FFA member, scout leader, experienced camper, or backyard chef to demonstrate safely cooking a meal outdoors using a variety of equipment. (1)

- Plan and prepare a meal outside using safe practices. Suggested foods: hamburger, toasted buns, shish kabobs, vegetables in foil, hot cocoa, popcorn, beef stew, sloppy Joe's, soups, hot fruit sauces over biscuits. (2)

- FHA experience: the chapter sponsors an FHA Family Night. FHA class members are in charge of cooking an outdoor family meal. (2)

Suggested Measurement of Student Progress:

- Match types of outdoor fires with all special dangers which relate to each type. (1)

- Given a menu for outdoor cooking, describe how each food will be prepared and safe practices to employ. (2)

Some Related Modules:

Entertaining at Home
Creative Cookies
Being an Informed Grocery Shopper
Plain and Fancy Table Settings
Analyzing Food Labels

Module: ENTERTAINING AT HOME

Behavioral Outcomes:

1. Identifies foods appropriate for various entertainment occasions.

2. Plans and prepares foods to serve when entertaining at home.

Suggested Learning Experiences:

- Develop a bulletin board of teens entertaining at home. Discuss foods that teens like to serve when entertaining. Research and discuss what foods would be appropriate for various occasions. (1)

- Plan a pizza party. Demonstrate a yeast dough for the crust. Students prepare pizza and entertain each other. (2)

- Plan a game party with small sandwiches as part of the refreshments. After a demonstration students prepare a variety of fancy sandwiches to serve as refreshments at the party. (2)

- Plan cakes for a birthday party. Demonstrate cake making and frosting techniques. Prepare cakes and decorate. (2)

- Plan and give a simple dinner party for outside guests. (2)

- FHA experience: plan, prepare for, and entertain senior citizens at a special chapter meeting. (2)

Suggested Measurement of Student Progress:

- Problem - Given an entertainment situation, the student describes foods to serve and other details to consider in planning for entertainment. (1)

- Demonstration - Student demonstrates preparation of a food for entertaining at home. (2)

Some Related Modules:

Plain and Fancy Table Settings
Being an Informed Grocery Shopper
Convenience Style Baked Foods
Analyzing Food Labels
Cooking Outdoors
Creative Cookies

Module: INSTANT SEWING FOR SELF

Behavioral Outcomes:

1. Selects a pattern appropriate to experience and skill.
2. Uses appropriate techniques in constructing a garment.
3. Identifies acceptable standards in garment construction.

Suggested Learning Experiences:

- Give practical and objective pretests. (1)
- Establish criteria for selecting patterns appropriate to experience. Use a checklist to determine the suitability of various patterns. (1)
- Demonstrate techniques for preparing pattern, laying on fabric, and cutting. Students carry out these steps using own pattern guide sheet. (2)
- Demonstrate construction techniques as needed. Show filmstrips if available. Students carry out steps on own garments. (2)
- Help students construct a garment rating scale and use in rating garments. (3)
- FHA experience: as a community service project, construct and/or alter garments for children or other people in a State institution. (2, 3)

Suggested Measurement of Student Progress:

- Use check list to determine most appropriate patterns for students with specific skills. (1)
- Given a layout sheet, identify pattern pieces, symbols, and layout directions. (2)
- Multiple-Choice Test - Select most appropriate construction techniques for stated item or parts, considering present skills. (2)
- Rate individual garments. (2, 3)

Some Related Modules:

Measuring for the Correct Pattern Size
Fitting Your Interest in Clothing and Textiles To a Job
Size Up Your Style
Making Your Clothes More Personal
Fabric Selection for Ready-To-Wear and Home Sewing

Module: MEASURING FOR CORRECT PATTERN SIZE

Behavioral Outcomes:

1. Uses correct techniques for measuring body for patterns.
2. Analyzes body measurements in relation to pattern sizes.
3. Uses correct techniques to make simple pattern alterations.

Suggested Learning Experiences:

- Observe demonstration of body measurement for pattern selection. Measure partner according to demonstrated technique and record measurements. (1)
- Classify body measurements for figure types and ascertain corresponding pattern sizes. (2)
- Make alterations on pattern pieces so that pattern fits partner. (3)
- FHA Experience: alter a simple pattern to fit a sibling, parent, relative, senior citizen, or other person needing such service. (3)

Suggested Measurement of Student Progress:

- Demonstrate the correct way to measure for pattern size. (1)
- From a chart or pattern envelope giving body measurements and corresponding pattern sizes, find correct pattern sizes for stated measurements. (2)
- Make simple pattern alterations to meet specified needs. (3)

Some Related Modules:

Instant Sewing for Self
Making Your Clothes More Personal
Size Up Your Style
Fabric Selection for Ready-To-Wear and Home Sewing

Module: SIZE UP YOUR STYLE

Behavioral Outcomes:

1. Identifies clothing styles suited to various personalities and figure types.
2. Selects clothing styles suited to own personality and figure type.

Suggested Learning Experiences:

- Use check sheet to classify personality types. (1)
- Develop a bulletin board illustrating ways personalities are accented by clothing styles. (1)
- Use overhead projector to show figure types and the optical illusions that can be created with clothing. (1)
- Produce an "unfashionable show" with students modeling clothes that don't flatter their figures. Illustrate effects achieved by different accents on the basic outfit. (1)
- Visit a clothing department for a salesperson to show styles to flatter various figure types. (2)
- Each student selects pictures from magazines and catalogs to illustrate "My Style." Reports reasons for each selection. (2)
- FHA experience: visit museums and libraries to research clothing style changes over a period of years, and to discover how the future evolves from the past. Compare impressions during chapter programs. (1)

Suggested Measurement of Student Progress:

- Given several outlines of outer clothing, use design principles to increase or decrease apparent size. (1)
- Essay - "Size Up Your Style." Student describes in some detail problems encountered in selecting becoming clothes. Then lists possible solutions others have used for minimizing problems. (2)

Some Related Modules:

Instant Sewing for Self
Measuring for the Correct Pattern Size
Fabric Selection for Ready-To-Wear and Home Sewing
Making Your Clothes More Personal

Module: FABRIC SELECTION FOR READY-TO-WEAR AND HOME SEWING

Behavioral Outcomes:

1. Describes properties of natural and man-made fibers and their relative usefulness.
2. Compares finishes on fabrics in relation to performance.
3. Analyzes qualities of fabric in relation to desired performance.

Suggested Learning Experiences:

- Collect clothing that has worn or cleaned poorly, failed to retain shape, or changed color, to compare with those that have proven satisfactory in all these respects. Compile all information known about the fabric regarding fiber, cleaning instructions, color-fastness, shrinkage, and other information on label. Develop a list of information to be used as guidelines for future purchases. (1, 2, 3)
- Study properties of natural and man-made fibers and their relationship to fabrics for different uses. Examine samples of fabrics made from each fiber as the properties are studied. (1)
- Examine fabrics with unique finishes that can be recognized, and that are important for certain functions. Discuss importance of label information for that majority of finishes where finish treatments are invisible. (2)
- Visit fabric and clothing departments in a local store. Examine fabrics and label information. Make final revision of guidelines for fabric selection started previously. (1, 2, 3)
- FHA Experience: Prepare corridor showcase exhibit of fabrics, labelling for characteristics, and uses. (2)

Suggested Measurement of Student Progress:

- Match names of natural and man-made fibers with fiber properties. (1)
- Given swatches of fabric, accompanying labels, or label information, identify uses the fabric will serve and the care required. (1, 2, 3)

Some Related Modules:

Instant Sewing for Self
Using Information on Clothing Labels
Making Your Clothes More Personal
Size Up Your Style
Measuring for the Correct Pattern Size

Module: USING INFORMATION ON CLOTHING LABELS

Behavioral Outcomes:

1. Identifies the information available on clothing labels.
2. Uses information on labels to determine the desirability of a product for a given situation.
3. Gives reasons for retaining labels for reference after clothing is purchased.

Suggested Learning Experiences:

- Collect labels, tags, and advertisements. Research meanings of terms and their relationship to use of product. (1)
- Discuss term meanings and their implications for the consumer. Develop a bulletin board to show how information found on labels is helpful. (1, 3)
- Select clothing items by using a catalog, newspaper, or magazine advertisement. Examine the desirability of each potential purchase in terms of the information given about it. (2)
- Examine clothing in a store. Determine desirability of prospective purchases in terms of label information. (2)
- FHA Experience: Prepare school corridor bulletin board on clothing labels and tags, rating each for completeness, and explaining term meanings. Highlight points covered in current legislation affecting clothing labels. (1, 2)

Suggested Measurement of Study Progress:

- Match clothing label terms and definitions. (1)
- Given the information available on three similar garments pick one for an intended use and state why it was chosen. (2)
- Essay - "How Using Label Information Can Help Me Get Satisfaction From My Garments." (3)

Some Related Modules:

Fabric Selection for Ready-To-Wear and Home Sewing
Size Up Your Style
Measuring for the Correct Size
Fitting Your Interest in Clothing and Textiles to a Job

Module: MAKING YOUR CLOTHES MORE PERSONAL

Behavioral Outcomes:

1. Identifies appropriate techniques to use when modifying clothing to make more personal within current styles.

2. Uses appropriate techniques to modify clothing to fit current styles.

Suggested Learning Experiences:

- Discuss ways in which clothing can be modified to reflect changing styles in fit, trim, hemming, fringing, patching, belts, and embroidery. (1)

- Select projects in modifying clothing, and carry out projects in class. (2)

- FHA experience: work on children's clothing to make more personal and take completed items to children in need such as in a children's home. (1, 2)

Suggested Measurement of Student Progress:

- Given a type of clothing to be modified, identify how it will be modified and steps for doing it. (1)

- Score completed projects for appropriateness of techniques used. (2)

Some Related Modules:

Instant Sewing for Self
Size Up Your Style
Fabric Selection for Ready-To-Wear and Home Sewing
Measuring for the Correct Pattern Size

Module: FITTING YOUR INTEREST IN CLOTHING AND TEXTILES TO A JOB

Behavioral Outcomes:

1. Identifies the jobs available in occupations in clothing and textiles.

2. Examines a job of special interest in a clothing or textiles occupation.

Suggested Learning Experiences:

- See filmstrip or read and discuss jobs available in clothing and textiles occupations. (1)

- Invite people such as seamstress, factory sewer, clothing store buyer, clothing salesperson, fabric salesperson, window decorator, fashion designer, or tailor to discuss their jobs in relation to background required and specific duties of the job. (1)

- Take a field trip to where clothing and textiles occupations can be seen. Find out how each job fits into the total picture. (1)

- Research a specific job using guidance materials, library materials, and interviews. Report to class on education needed, tasks involved, working conditions, special requirements, and pay. (2)

- FHA experience: work on Encounter project - Toward Preparation for Adulthood - in the area of clothing and textiles careers. (2)

Suggested Measurement of Student Progress:

- Match job titles and requisite worker competencies. (1)

- Rate research projects. (2)

Some Related Modules:

Looking Into the Future in Foods Occupations
Careers in Housing, Furnishings, and Equipment Occupations
Jobs That Deal With People

Module: FACE FACTS

Behavioral Outcomes:

1. Relates health practices to condition and care of face.
2. Applies health practices to the care of own face.

Suggested Learning Experiences:

- View a movie on good complexions. Collect pictures of beautiful people and develop a bulletin board entitled "Beautiful People" with captions such as clear skin, natural look, and vitality. (1)
- Discuss relation of diet, rest, and exercise to complexion. Study a chart showing pores of the skin, ways they excrete waste, and ways they become clogged. (1)
- Research, discuss, and demonstrate ways of cleansing the face according to its condition. (1)
- Read, then discuss ways of caring for lips and eyebrows. (1)
- Observe demonstration by a specialist on use of cosmetics for a healthy appearance. (1)
- Develop and carry out an individual plan for care of complexion. Report periodically on progress. (2)
- FHA experience: develop and carry out an individual face care project as part of "Encounter Personal Growth." (2)

Suggested Measurement of Student Progress:

- Match common problem facial conditions and solutions possible through proper care. (1)
- Score individual plans to improve condition of complexion and/or routine face care. (2)

Some Related Modules:

How Foods Work for You
Appliances for Beauty
Special Diets

Module: APPLIANCES FOR BEAUTY

Behavioral Outcomes:

1. Identifies safe ways to use beauty appliances.
2. Uses beauty appliances safely.

Suggested Learning Experiences:

- Research information regarding dangers involved in using home-operated beauty appliances; then develop guides for safe use. (1)
- Invite a knowledgeable person to demonstrate the safe use of a variety of beauty appliances and point out their hazards. (1)
- Demonstrate safe use of own appliances utilizing learnings from experience, research, and the demonstration. Practice in class using other available appliances. (2)
- FHA Experience: Visit a local beauty school as a chapter activity to learn about use of beauty appliances. Report this experience as part of a program on individuality. (1, 2)

Suggested Measurement of Student Progress:

- Shown beauty appliances, identify uses and potential hazards when using each. Define procedure for proper operation. (1)
- Demonstrations: show knowledge and use of correct procedures to eliminate potential dangers. (2)

Some Related Modules:

Face Facts
Size Up Your Style
Special Diets
Making Your Clothes More Personal

Module: TO SEE OURSELVES AS OTHERS SEE US

Behavioral Outcomes:

1. Identifies factors related to grooming which influence relationships with peers and others, including effect for employment.
2. Develops plan of action for improving grooming habits.
3. Practices grooming which contributes to physical and social well-being.

Suggested Learning Experiences:

- Scan textbooks, magazines and other publications and select pictures of individuals who might be "chosen" as desirable companions or friends. Give reasons for choosing each picture. (1)
- Develop an interview sheet about grooming and general appearance. Use it to survey attitudes held by peers, parents, and teachers. Include effects each feels when they are appropriately groomed. Tabulate data for each group interviewed. (1)
- Select different occasions which require specific types of dress and role play the occasion on a "Special Occasions Day." Evaluate through discussion of each role played. (2)
- Invite a beautician to give demonstration and/or suggestions for hair and hand care. Make a plan for improving own total grooming and report on use after 2 weeks. (3)
- FHA Experience: Members research local businesses to determine their standards of dress for work and the influence the applicant's grooming has on the outcome of hiring interview. Report to class. (1)

Suggested Measurement of Student Progress:

- Depict appropriate and inappropriate appearances for different occasions or situations through role playing or skits. (1)
- Rate plan for improving grooming habits. (2, 3)
- Observe improvement in grooming of individual students. (3)

Some Related Modules:

Face Facts
Appliances for Beauty
Dear H.O.P.E. (Help on Problem Events)

APPENDIX

ANALYZING STUDENT NEEDS

A home economics course should help students add to their accomplishments rather than merely reinforce present knowledge or skills. Therefore student needs must be determined. Interaction in a special advisory committee composed of representatives of parents, other community people, students, guidance counselors, administrators, and fellow teachers is invaluable when analyzing a particular student population.

Three major foci to research in an analysis of needs for instructional purposes are community characteristics, student characteristics, and student interests. Types of things to consider when seeking information are presented below with regard to each of these.

Community Characteristics

An investigation of things which may affect the lives of individuals in a community will prove helpful in interpreting how home economics learnings can help meet student needs. Influences on community life to be noted include: ethnic backgrounds, family life patterns, economics, religion, organized recreational opportunities, other community-sponsored activities, and opportunities various segments of the population have for participating in community activities. Note should also be taken of the problems in the community which have special effects on children and youth.

Characteristics of the community which affect student needs include the following:

- type of community - urban, suburban, rural
- geographic location - near metropolitan area, isolated or remote, center of state, or other
- location of school - proximity to a community center and to students' homes
- income - range and levels
- employment - types, percentage of unemployed
- school status - philosophy of board of education and community
- potential resources - for classroom use, for onsite education
- cultural and recreational opportunities

An initial analysis of the community can be kept updated by frequent reassessment, noting changes.

Student Characteristics

An analysis of student characteristics is facilitated by starting with needs common to all young people of a given age regardless of where they live, proceeding to the same age group in the geographic area served by the school, then to needs common to groups in the school population, and finally to that group of students for whom instruction will be planned.

Student characteristics and needs may be identified by examining

- academic ability and achievements
- physical attributes
- social acceptance by peers
- family composition
- degree of acceptance and support within a family group
- status of family, or individual members, in the community
- economic status
- attitudes toward different cultures
- degree of participation in various activities

Student Interests

Student interests may be determined by home environment, family and peer group influences, extra-curricular activities, class experiences, independent reading, community experiences, or a combination of things which permit, or give promise of personal growth and success. The most obvious questions a teacher considers in an interest assessment include the following:

- Does the student like school?
- Which subjects are enjoyed most? Least?
- Does the student perceive school as contributing to her/his present life? To what she/he would like to do in the future?
- What school-sponsored and outside activities does the student participate in?

Needs Assessment

Use of the foregoing guidelines will help teachers plan instruction to meet the needs of each class and student. A simple form for tabulating and analyzing data which should influence instruction is provided on the following page.

NEEDS ANALYSIS CHART

Recording needs analysis data on a chart such as the one below, followed by notations regarding implications for home economics instruction, should prove helpful when planning a home economics curriculum.

AREAS ANALYZED	IMPLICATIONS FOR HOME ECONOMICS
Community Characteristics	
Student Characteristics	
Student Interests	

GLOSSARY OF TERMS

1. Behavioral Objective - a statement of a specific observable behavior anticipated as a result of the learning situation; conditions that influence the observable performance, i.e., that influence the learner's perception of what is expected; and criteria that set a standard for measurement of the performance.
2. Behavioral Outcome - a statement that pinpoints the specific behavior expected but gives no criteria which the performance must meet to be acceptable.
3. Category - intersection of subject area and content emphasis shown on the curriculum framework.
4. Content Emphases - concepts related to all subject areas: management, buymanship, leisure, career, health and safety, relationships.
5. Curriculum Framework - grid showing subject areas, content emphases, and their interrelationships.
6. FHA Experience - participation in Future Homemakers of America activities that relate to module focus.
7. Generalization - a principle which shows relationships and is applicable to a number of situations.
8. Learning Experiences - refers to learner participation in activities that lead to behavioral change.
9. Learning Outcome - general behavior, such as that needed for a broad type of ability, a composite of several specific behaviors.
10. Level - instructional level geared to stage of development.
11. Measurement - devices, methods, and techniques for determining student progress toward achieving the behavioral outcomes and objectives specified in the module and its instruction plans.
12. Module - a guide for planning a free-standing unit of instruction with focus on a specific concept. (It includes behavioral outcomes, suggestions for learning experiences, measurement techniques, and titles of related modules.)
13. Module Title - name which reflects the content of the unit of instruction.
14. Related Module Titles - names of other modules that can be developed and implemented for additional learnings with a related focus.
15. Scope of Learnings - learning outcomes organized in the curriculum framework for each category at a given level.
16. Subject Areas - phases of home economics; human development; housing, furnishings, and equipment; food and nutrition; and clothing and textiles.
17. Time Allocation - suggested number of clock hours needed to complete the module.

MINI-GUIDE FOR WRITING MEASURABLE BEHAVIORAL OBJECTIVES

BEHAVIORAL OBJECTIVE - statement of a specific observable behavior anticipated as a result of the learning situation; conditions that influence the observable performance, i.e., that influence the learner's perception of what is expected; and criteria that set a standard for measurement of the performance.

Essential Components

- *BEHAVIOR:* observable action of a student.
- *CONDITIONS:* statement of influences that determine the student's observable performance.
- *STANDARD:* specifications for behavior that is acceptable for demonstrating evidence of learning.

Examples

Behavior

From a variety of foods the student will select a lunch which has at least one food from each of the basic food groups.

Conditions

From a variety of foods the student will select a lunch which has at least one food from each of the basic food groups.

Standard

From a variety of foods the student will select a lunch which has at least one food from each of the basic food groups.

Format For Writing

Three formats are commonly used for expressing objectives -

- Start with a phrase describing the condition under which the performance will take place:

  From a variety of foods the student will select a lunch which has at least one food from each of the basic food groups.

- Start with a verb which specifies the behavior expected:

  Name ten careers that relate to the field of home economics.

- Begin with "The student will ...":

  The student will identify from a list of ten childhood diseases, five diseases that are communicable.

  The phrase "The student will," should be obvious as an understood prefix when not used to begin the behavioral objective statement.

LIST OF WORDS FOR WRITING BEHAVIORAL OBJECTIVES

Words and phrases in List A should be helpful in writing behavioral outcomes and measurable behavioral objectives since the type of indicated behavior is specific in nature. A single specific behavior represented by each of these words can be measured when conditions and standards that influence the behavior to be observed have been stated.

LIST A

adapt
adjust
alter
analyze
apply
arrange
assemble
bind
buy
calculate
categorize
choose
cite
classify
collect
compare
compile
compute
construct
contrast
create
define
demonstrate
describe
determine
develop
distinguish
estimate
evaluate
examine
expand
find
formulate
identify
indicate
itemize
justify
label
list
locate
make
mark and cut
match
measure
mix
name
operate
organize
outline
plan
prepare
purchase
rank
repair
select
share
sort
specify
state
utilize
use
weigh
write

Words and phrases in List B are appropriate when stating learning outcomes since outcomes represent a composite of skills that result from several behavioral objectives having been achieved. Words in this list should be avoided when stating behavioral objectives since the behaviors they indicate cannot be measured directly. Their meaning is open to many interpretations.

LIST B

appreciate
assume
be acquainted with
be interested in
be aware of
believe
comprehend
consider
grasp significance of
have insight
know
learn
realize
recognize
think about
understand
use
value

MODULE EFFECTIVENESS

Directions: If, after using a State module, you wish to react to the following statements, please fill out a sheet using these guidelines and send to the Bureau of Home Economics Education, The State Education Department, Washington Avenue, Albany, New York 12210.

Module Title: _____ Level: _____

1. The module title clearly indicates the concept focus.
   Comments:

2. The suggested time allocation is realistic.
   Comments:

3. The level identified is appropriate for this module.
   Comments:

4. Behavioral outcomes specify behaviors that relate directly to learning outcomes identified.
   Comments:

5. The information given under "Suggested Learning Experiences" helps in planning meaningful student activities.
   Comments:

6. "Measurement of Student Progress" suggestions give guidance for developing measurement instruments or methods.
   Comments:

7. State briefly how the module was used, i.e. part of a course, separate unit, mini-course.
   Comments:

Report submitted by: _____, Home Economics Teacher

School name and address _____

_____

Telephone: _____ Date: _____

INSTRUCTION PLANS MODULE TITLE: _____

Subject Area: _____ Content Emphasis: _____ Level: _____

Learning Outcome (from Scope of Learnings): _____

Behavioral Outcomes (from Module):

Behavioral Objectives for Instruction:

RESOURCE LISTING

Complete Identification of Resources:

No.	RESOURCES	No.	RESOURCES

INSTRUCTION PLANS Lesson:_____ Module Title:_____

Subject Area:_____ Content Emphasis:_____ Level:_____

CONTENT	INSTRUCTIONAL PROCEDURE	MEASUREMENT	RESOURCES